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ABSTRACT

Presented are written materials developed through a research-through-service program to devise, test, and demonstrate procedures which schools can use to identify secondary level gifted and talented students in a variety of social and cultural settings; and, on the basis of the characteristics discovered during the identification process, to develop techniques and activities which are appropriate to meet these students educational and vocational needs. Materials are divided into four categories (sample inclusions are listed in parentheses): about the Research and Guidance Laboratory program (freshman orientation format and student activities); identification of gifted and talented students (observational techniques and hints on the selection of students); laboratory procedures for working with gifted and talented students (exercises in relationships, suggested personal topics for use by school counselors, example of student's reactions to university class visits, and examples of teacher comments about students); and followup procedures in working with gifted and talented students (50 suggestions for providing students with enrichment and acceleration, sample recommendations for parents--with samples of parent reactions, and an example of first year after high school education report). To show how procedures and forms might be used and what kinds of information they yield, examples of completed forms and responses have been included with the examples. (SBH)

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RESEARCH AND GUIDANCE LABORATORY PRACTICES

Identifying and Programming Gifted and Talented Students

Compiled by

Lawrence R. Pfleger

Research and Guidance Laboratory
The University of Wisconsin-Madison

1977

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FOREWORD

Since 1957 the Research and Guidance Laboratory, University of Wisconsin, has carried on direct longitudinal casework with some 3600 gifted and talented boys and girls, their parents, teachers and counselors in 90 Wisconsin communities. The purpose of this research-through-service program has been to devise, test, and demonstrate procedures which schools can use to identify gifted and talented young people in a variety of social and cultural settings; and on the basis of characteristics specified or discovered during the identification process, to develop techniques and activities which are appropriate to meet these students educational and vocational needs.

The written materials included in this document were developed and used by Laboratory staff members for the purposes of getting to know about gifted and talented students and making provisions for them based on this knowledge. To show how they might be used and what kinds of information they yield, examples of completed forms and responses have been included with the examples as often as possible.

The materials are divided into four categories:

I. About the Laboratory Program
II. Identification of Gifted and Talented Students
III. Laboratory Procedures for Working with Gifted and Talented Students
IV. Follow-up Procedures in Working with Gifted and Talented Students

A complete listing of the forms included in these categories and the page numbers where they can be found is contained in the Table of Contents. A description of how these materials are used in the Laboratory program can be found in Part I, "About the Laboratory Program."

RESEARCH AND GUIDANCE LABORATORY PRACTICES

Identifying and Programming Gifted and Talented Students

TABLE OF CONTENTS

Page

I. ABOUT THE LABORATORY PROGRAM

Freshmen Orientation Format..... 1

What Students do at the Laboratory..... 3

II. IDENTIFICATION OF GIFTED & TALENTED STUDENTS

Observational Techniques for Identification of the Gifted and Talented..... 4

Hints on the Selection of Gifted & Talented Students..... 7

III. LABORATORY PROCEDURES FOR WORKING WITH GIFTED & TALENTED STUDENTS

Completed First Year Information Form--A 9

Completed Guide to the Sophomore Interview--M 13

Example of Third Year Information Form..... 17

Completed Guide to the Senior Year Interview--L .. 18

Completed High School Reading List--A 24

Completed Occupational Information Checklist..... 28

Exercises in Relationships..... 29

Suggested Personal Topics for Use by School Counselors with Gifted Students..... 31

Page

Checklist for Reading Personal Essays..... 32

Categories for Essay Analysis..... 33

Examples of Freshmen Essays..... 35

Examples of Senior Essays..... 37

Example of Senior School Report..... 40

Example of Senior Lab Report..... 41

Example of Student's Reactions to University Class Visits..... 42

Teacher Input Page..... 43

Examples of Teacher Comments About Students..... 44

IV. FOLLOW-UP PROCEDURES IN WORKING WITH GIFTED & TALENTED STUDENTS

Fifty Suggestions for Providing for Superior Students Enrichment and Acceleration..... 46

Example of an Independent Study Contract..... 50

Example of Guidance Laboratory Reports to Schools.... 51

Example of Parent Interview Form--K 75

Example of Parent Interview Form--A 76

Sample Recommendations for Parents, with Samples of Parent Reactions..... 78

Example of Letter to Student--K 82

Example of Letter to Student--C 83

Example of Letter for Resource Person to Student--P 84

Example of First Year After High School Education Report..... 87

FRESHMEN ORIENTATION

Purpose of the Research & Guidance Laboratory

The Laboratory provides a research and service program designed to assist anyone who is interested in the discovery and guidance of high school students who exhibit superior performance in any area. This is the eighteenth year of operation. Over 3,600 students from 90 Wisconsin schools have participated in the program since it began in 1957.

Procedures

Ninth grade students are selected by participating schools. They are counseled and tested during each of their four high school years and followed into post-high school training and careers. Reports are made annually to parents and to the schools.

How You Were Chosen to Participate

You were selected by your school faculty on the basis of a list of criteria suggested by the Laboratory. Usually it is difficult for the school faculty to narrow their choices to the few who are selected for participation. However, you are considered to be representative of the most promising students in your school.

Goals of the Laboratory

The activities for the day (written performance, tests, class visit, and interviews with staff members) are planned:

1. To help you find out the kind of things you do best and encourage the development of these strengths. We are also interested in your values and preferences. As you are confronted with important decisions later on, you should be better equipped to handle these decisions.

2. To promote innovative programs in your schools that not only reflect your own individual characteristics and needs but also enable you to become more responsible for your own education.

3. To contribute to subsequent research that can relate your present school performances and choices to achievements as they are revealed in later years. (Such research can suggest avenues of change in current high school curricula and serve as a basis for devising new programs and approaches for educational change.)

Activities for the Day

1. Written performances. During the day you will be asked to complete certain written documents such as an information form and reading list. Also you will be asked to write a brief essay.

2. Tests. Freshmen are scheduled to take two tests. Since many of the common standardized tests do not have high enough "ceilings" for Laboratory participants, we use instruments that have been designed especially for use here. They contain many challenging items and are thus quite difficult. Therefore, do not be discouraged if you encounter many items you cannot answer.

Test results are for your own information and your performance will be explained to you in an individual conference. The purpose of these tests is to help you assess your own strengths and limitations and assist you in your educational planning. Test results do not become an official part of your school academic record or transcript. Feel free to ask your Laboratory counselor any questions you might have concerning the tests or their results.

3. Class Visit. Each year you will be permitted to visit a university class of your own choosing. When you are a senior we will arrange an individual conference with a professor in the field that interests you most. In addition, time is allotted for you to visit one of the many interesting Research Centers and Laboratories on the UW campus.

4. Counseling Interviews. All students have two interviews with a counselor on our staff. The first conference usually covers your educational program, plans, ambitions, or any other topic you may wish to talk about. During the second interview, the counselor will review with you the day's performances and activities. He may discuss ways in which you might derive greater benefit from your current educational experiences. He will also provide you with vocational and educational materials.

The Laboratory staff counselors are all experienced educators. All have completed at least four years of college preparation for working with young people. Many have also completed a master's degree in counseling and served as high school faculty members. Most important, they are all friendly!

Laboratory Reports and Follow-Up

After your visit we will send a report to your school. This is usually in the form of suggestions that are deemed appropriate in view of your experiences at the Laboratory. Later we will visit your school for conferences with your parents and teachers. If you would like to see the report we write, ask your school counselor or principal to show it to you.

We look forward to your continuing participation while you are in high school and we will be interested in following your progress after you graduate.

WHAT STUDENTS DO AT THE LABORATORY

1. All students have two interviews with a counselor. The first covers the student's program, plans, ambitions and problems. In the second, at the end of the visit, the counselor goes over the performances of the day with the student and considers plans for the future.

2. Each year the students write an essay. Counselors consider their written performances with them.

3. Students are permitted to visit a university class of their own choosing. They write a report on their reactions to it.

4. Seniors may have a conference with a professor in the field in which they have shown greatest interest.

5. All students take some tests. Since many of the common tests do not have high enough ceilings it has been necessary to develop some which contain items of known difficulty and challenge. All test scores are interpreted to the student and his parents in terms of percentile. No IQ scores are used.

6. When students show high promise in any area they are encouraged to collect samples of their work which are submitted to university professors for evaluation.

7. Students fill out several information forms on activities and interests which are used for counseling and for research.

8. Many students have a chance to visit with former students of their high school who are attending the university.

9. Vocational and educational materials are provided.

10. Assistance is given when students seek admission to colleges and efforts are made to help them to finance their education with scholarships and jobs.

OBSERVATIONAL TECHNIQUES FOR IDENTIFICATION OF THE GIFTED & TALENTED

I. General Premises

A. An adequate plan for identification of gifted and talented individuals requires use of a variety of techniques over a long period of time.

1. There are many ways in which the gifted and talented may express themselves.

2. Gifted and talented performances may emerge at certain times of life and under certain opportune conditions.

B. Identification of gifted and talented individuals should be based on knowledge of the individual, of the cultural-experiential context in which the individual has developed, and of the fields of activity in which his performances lie.

1. At least some methods of identification should be individualized, yielding case data unlikely to be obtained by group standardized methods.

2. Identification methods can be locally developed, with techniques and criteria which are appropriate for the particular population to be studied.

3. The identification process should call for systematic involvement of those professionals who are acquainted with individuals through direct observation of behavior and performances.

4. The identification process should call for involvement of those persons best qualified to judge the quality of a performance or product.

5. The identification process should involve persons best qualified to understand the culture and context of individuals whose performances are being assessed.

C. Both self-chosen and required performances should be assessed.

D. Considerable freedom of expression or response should be allowed.

E. Adequacy of the identification program should be continuously re-assessed.

1. Followup study should involve both those who were identified as gifted or talented and those who were not.

2. On the basis of evidence obtained, methods and procedures for identification should be revised and improved.

a. refining
b. adding
c. deleting

3. On the basis of evidence, those individuals who have been misclassified may be reclassified as appropriate.

F. Evidence obtained during the identification process should provide a primary basis for programming experiences and opportunities.

1. Gifted and talented individuals vary.

a. skills
b. interests
c. values
d. motives
e. styles

2. Programs for development should be organized so as to capitalize on the particular characteristics of individuals.

II. Examples of Identification and Description Procedures

A. Much of the data needed for identification of the gifted and talented may already be routinely obtained within the setting where identification is to be undertaken.

1. Classroom and laboratories
2. Guidance records
3. Activities

B. *Special programs already in existence may be used to provide additional data.*

C. *Existing data may be augmented through systematic use of:*

1. *Required performances*

   a. *Writing*
   b. *Special measures*
   c. *Interviews*

2. *Analysis of Self-Chosen Activities*

   a. *Reading*
   b. *Participation in organized activities*
   c. *Independent activities & accomplishments*
   d. *Work*

3. *Judgments of others*

   a. *Teachers*
   b. *Employers, supervisors*
   c. *Experts*
   d. *Other*

RESEARCH AND GUIDANCE LABORATORY
University of Wisconsin-Madison

HINTS ON SELECTION OF GIFTED & TALENTED STUDENTS

Note: Since gifted & talented students exhibit their superiority in many ways, no single test score should be used as the sole criterion on which they should be selected. Teachers' judgments, evidence of a high level of performance in any of the academic fields, students' written performances, high grades, and evidence of high motivation coupled with high test scores can all be used in the identification of potentially gifted & talented students.

In some schools principals have asked teachers to nominate their best students. The principal then joins a committee of teachers to review the nominations, considers such other factors as those noted above, and makes a list of the top students. Frequently the lists of most highly rated nominees, along with the reasons for their selection, are returned to the teachers for further consideration. Such procedures have resulted in the sending of very gifted & talented students to the Laboratory.

Combinations of some of the following characteristics are usually apparent in gifted and talented students:

1. Exhibits a great curiosity about objects, situations, or events: delves into things and is puzzled: involves himself with many exploratory activities: interests himself in a wide range of things, but may concentrate heavily on one.

2. Is self-initiating: needs little help in knowing what to do; pursues individual interests; seeks his own direction. Willing to spend time beyond usual assignments (or schedule).

3. Reveals originality in oral and written expression: consistently expresses unusually clever, unique responses or ideas; avoids the cliche or stereotype. Gives refreshing twists to even old ideas.

4. Is artistically self-expressive: i.e., music, dance, drama, drawing, play activities, and/or other aesthetic expression.

5. Generates alternatives: suggests several directions; exhibits flexible thinking through constructive departures from the main stream of thought in the classroom. Tends to figure out what is wrong with an activity and shows how it can be done better.

6. Is perceptually open to his environment; employs all of his senses in awareness of things around him; is keenly observant and alert to things that are, as well as to things that are not.

7. Displays a willingness for complexity: thrives on problem situations; selects a more difficult response, solution or problem over the easier; seeks complex, asymmetrical forms rather than symetrical forms. Quick to recognize relationships and understand meanings. Likes to get answers on problems puzzles and trick quesitions.

8. Imaginatively employs knowledge and information other than to memorize, store and recall: shapes new associations from items of information; combines elements of materials or knowledge in unique patterns.

9. Evaluates with superior judgment: employs reason and logic; recognizes implications and consequences; makes decisions readily.

10. Elaborates well: produces a variety of detailed steps; eagerly embellishes materials and ideas.

11. Hypothesizes well: possesses a sense of wonder about things; is an intelligent guesser and risk-taker.

12. Usually achieves consistently good grades in most subjects .

13. Learns rapidly, readily and efficiently.

14. Visualizes relationships from disparate data or concepts.

15. Possesses high degree of common sense: recognizes practical approaches and solutions.

16. Readily acquires, retains, and uses information.

17. Displays superior vocabulary and word usage which can be used easily and accurately.

18. Posses an inquisitive behavior; asks provocative questions; probes for the "know why" rather than merely the "know how" or "know that." Wants to know causes and reasons for things.

19. Performs academically at a level two years in advance of the class on one or more disciplines of knowledge.

20. Expresses self well in writing and speaking.

21. Spends much time on special projects of own choosing such as constructing, collecting and writing.

22. Usually scores higher on tests.

23. Shows less patience than most students with routine procedures and drills.

24. Reads a good deal and finds satisfaction in thinking about and discussing what has been read.

25. Tends to be consulted by other students for ideas and suggestions when something has to be decided.

THE UNIVERSITY OF WISCONSIN
Research and Guidance Laboratory

FIRST YEAR INFORMATION

Name A Date 3 (day) 11 (month) 1970 (year)

School and Location _____ Interviewer _____ (last name)

Home Address _____ Grade 9 Birthdate 4/13/56

Father's name _____ Telephone Number _____

1. Are you living at home with your father and mother? Yes

2. How many brothers and sisters do you have? 5 (2 brothers, 3 sisters)
   Tell me about them.
   1 brother and 2 sisters away from home. That makes me the oldest at home. Ties aren't too terribly close to any of them, except one older sister - Sheila. The younger ones are treated with respect.

3. Does anyone else live with you? NO

4. What is your father's occupation? Electronic Tech.

5. How much education did he have? Didn't finish high school

6. Does your mother work outside the home? No, not at present

7. How much education did she have? High school graduate

8. Is there anything that you consider to be special about your family? The "i" is supposed to be like that
   We are individuals, as far as I know
   To some extent we are alive

9. Tell me the names of some of your friends. (Circle names of 3 closest friends.)
   (Sue) (Tal) (Rat)

10. If I were to ask them what kind of person you are, how do you think they might describe you?
    Tal: beautiful mind Sue: ?
    Rat: abstract

11. What do you do when there is nothing that you have to do?
    Laugh at myself. Take a walk. (to look for the pieces of the world that I want to have with me. Turn on the machines and answer the mail.

12. What do you do during the summer?
(get bored (go to CSC if I have the opportunity or the money

13. What courses are you taking at school this year? What were your grades at the last marking period?

Phys Ed - 2	Speech A
Science -	Civics A
English - A	Algebra A

14. How many study halls per week do you have? 7 or 8

15. If you could spend all of your time on one of your current subjects, which one would it be?
Speech, but it wouldn't make much sense (sp?) to me to do that,

16. Why? Both subjects make you look like an individual. They have room for you.

17. Second choice?
English

18. Why?
I identify with people there - Poe, Cummings, Eliot, Ferlinghetti

19. If one subject were to be dropped from your current high school program, which would it be?
Science

20. Why? There is not enough push put to me to make it really worth the time - no one

21. Second choice? makes you work there,
Phy. Ed.

22. Why?
Lenient (sp?) instructor doesn't push hard enough. But you have to stay fit, so its probably better to leave it there.

23. What courses are you planning to take next year?

am not acquainted with the courses they offer

English
Driver's Ed
Geometry
Speech

24. In what group activities -- school, church, or community -- do you participate? (Consider activities of last year if this is early in the school year.)

None

25. Any offices in these activities?

No

26. Are there activities in which you would like to participate, but for some reason can't?

i don't know (fear and apathy there!)

27. If not, why not?

the ones i signed up for were either cancelled or i couldn't make it

28. Is there anything about your <u>health</u> that prevents you from doing anything you want to do?

mother restricts us at times, but we do o.k. (diabetic)

29. What occupation are you considering <u>most</u> as a career?

English

30. Why are you considering it?

more room for the inner self to be expressed.

31. What other occupations are you considering?

counseling
psychology

32. What has your father said about your plans for the future?

nothing

33. What has your mother said about your plans for the future?

nothing as far as i know

34. If you could do as you pleased, what would you like to be doing ten years from now?

Living (i.e. €), possibly teaching at something like Summerhill

35. If you were given the opportunity to finish high school in three years by doing extra work, would you take it?

yes

X 36. Why? The summers are empty and could just as well be spent learning.

37. Why not?

38. Would you like to be in classes composed only of better-than-average students?

no

39. Why?

don't like segregation

40. Why not? Because it makes it like a caste (sp.?) society

41. If you could have any three wishes, what would they be?

freedom of €riendship
having friends nearby when you need them

42. Any additional information which you think will help us know you better?

look at the notebooks

43. Do you have any questions you would like to ask during the interview that you will have with the counselor?

i don't know, depends on what happens

44. To whom in your school have you gone when you wanted to talk over your plans and your problems?

Name mr. Position English / speech

45. Any comments or questions? (over)

→ having REAL companions

THE UNIVERSITY OF WISCONSIN
Research and Guidance Laboratory

GUIDE TO THE SOPHOMORE YEAR INTERVIEW

Name [illegible] _____ Date _____

School & Location _____ Interviewer _____
last name

Home Address West Main St. Grade 10 Birthdate May 23, 1960

Telephone Number _____

1. What changes in your family situation have there been since we last saw you?
My brother left home to go to college.

2. Fill in the following information for the current school year.

Course	Teacher's Name	Best Estimate of Grade
Biology		A
Other World in Literature		A
Band		A
Algebra II		A
Chemistry		A
Phy Ed.		B
[illegible]		
Advanced Speech		A

3. What interesting experiences have you had since we last saw you?
I went to Florida this past summer. I received an "A" rating at State Forensics.

4. If you could spend all your time on one of your current subjects, which one would it be? Other World in Literature

5. Why? Because I love to read. But with all my other school work, I never have enough to read for enjoyment or pleasure

6. Second choice? Band

7. Why? I like music. Again I never seem to have time to play for pure enjoyment.

8. If one subject were to be dropped from your current high school program, which would it be? Phy. Ed.

9. Why? I feel it is unimportant for my high school curriculum. It has no purpose for me. It seems to be a waste of time.

10. Second choice? Chemistry

11. Why? I have learned nothing new in Chemistry. I learned the same procedures and concepts in Introductory to Physical Science

12. Do you have enough time to complete your assignments in school? No. I always have more work than time in school. Sometimes I don't have enough time at home either.

13. How much time, on the average, do you spend in doing school work each night? 3½ hours.

14. List school, church, community activities for this year.

Magenta (Yearbook) staff, Track, Wolfcall, Forensics, Drama, Band, Solo-Ensemble, Sophomore Committee for HomeComing, Church Young People Society

15. Offices held in activities

Secretary-Treasurer for Church Y.P.S. Business Manager for Wolfcall (Newspaper)

16. What do you do when there is nothing that you have to do? Circle those activities that you most enjoy. Play the piano, watch television, read a book, listen to stereo, doing some type of creative craft, going to movies.

17. Any activities in which you would like to participate but can't? I would like to be a class officer for our class, Jazz Band, Acapella Chorus.

18. What attracts you to these activities? I like music and would like to participate in all related activities. I like to organize groups and would like to be a class officer. I also like to speak in contests.

19. Why can't you participate? I have never one a class election because our class doesn't care who they elect. I would like to be in Jazz Band but there is no part for my instrument at times and so I does n't need me at the time. I like Chorus but the teacher is very unfair to me after a grade dispute in 8th grade. She still holds that grudge.

20. Is there anything about your health that keeps you from doing things you want to do? No

21. What courses are you planning to take your third year?

English	Band
Human Physiology	Phy Ed.
Advanced Math	Moderan European History
Creative Writing	

22. What courses during your fourth year?

Physics	Phy. Ed.
Bookkeeping	Research
Band	Sociology
Psychology	or American Government

23. Is there any subject in particular you are looking forward to taking in your next years in school? Creative Writing or Research.

24. Why? I enjoy to write and am looking forward to these classes, which are basically writing.

25. Given the option to finish high school in two years instead of three by doing extra work, would you take it? No

26. Why? I probably would have enough credits to graduate at the end of my Junior year, but I don't want to. I am enjoying my high school life

27. Why not? very much. I love all the extra-curriculum activities I am in. I like the people I am worki with and I don't want to stop all this fun to

28. Would you prefer to be in classes composed only of better-than-average students? In some classes. graduat early

29. Why? In some classes where you have to work with other people. I find it difficult to work with the below-average students because the

30. Why not? "goof around" too much and they don't do much work. But in some classes where discussio is important, you need all points of view.

31. What real advantages do you see in being a better-than-average student? Very few, if any. you do have a better relationship with your teachers.

32. What disadvantages? People and teachers always expect so much from you. So I always have to work hard to keep up my reputation.

33. Who are your closest friends this year? A , B

34. What do you like about them? I can talk to them about anything and they try to help me with any of problems.

35. If we were to ask them what kind of a person you are, how would they describe you? As a smart, hard-working, meticulous person.

36. If you have a part-time job, describe what your duties are. A paperboy. Make sure papers are delivered. All money is collected. Write out checks to company. Make sure bills are paid

37. What occupation are you considering most as a career? Dentistry

38. Why are you considering it? Because medicine seems to be a good field to get into because there are many openings.

39. What other occupations have you considered during this past year? Journalist, Lawyer.

40. What has your father said about your plans for your future? Nothing much.

41. What has your mother said about your plans for your future? She said that dentistry is an expensive field and that it will take a lot of money.

42. If things worked out just the way you wanted, what would you like to be doing ten years from now? I would like to be in some average-sized city with my own office and practice. I would like to be a very successful dentist with a nice home car, etc.

43. If you had just one wish, what would it be? I would love to have the time and money to travel most of the year throughout the world.

44. How would you describe yourself? As a sincere, understanding, talkative, intelligent, and hard-working person.

45. To whom in your school have you gone when you wanted to talk over your plans ~~and your problems~~?

Name Mr. _____ Position Counselor

46. What would you like to discuss during the interview with your counselor at the Laboratory? The unimportance of Phy. Ed.

47. If you have any additional comments or questions, please write them on the back.

Research and Guidance Laboratory for Superior Students

THIRD YEAR INFORMATION

Name _____ Date _____
School and Location _____ Interviewer _____
Home Address _____ Grade _____ Birthdate _____
Telephone Number _____

1. Any interesting experiences since your last visit with us?
2. Is there any change in your family situation from what you told us last year?
3. What courses are you taking this year? (List them and give an estimate of marks.)
4. How many study halls per week do you have?
5. How many hours homework do you do on an average evening?
6. Any problems about getting your homework done?
7. If you could spend all your time on one of your current subjects, which one would it be?
8. Why?
9. Second choice?
10. Why?
11. If one subject were to be dropped from your current high school program, which one would it be?
12. Why?
13. Second choice?
14. Why?
15. List the courses you plan to take during your senior year.
16. What do you plan to do the year after high school graduation?
17. What has your father said about your plans for the future?
18. What has your mother said about your plans for the future?
19. What occupation are you considering most as a career?
20. Why?
21. What other occupations have you considered during the past year?
22. Why?
23. List school, church, community activities.
24. Offices held.
25. What do you do when there is nothing you have to do?
26. If you have a part-time job, what do you actually do on it?
27. Is there anything about your health that prevents you from doing anything you would like to do?
28. Give me the names of your closest friends.
29. If I were to ask them what kind of a person you are, how do you think they would describe you?
30. What real advantages are there in being a better-than-average student?
31. What disadvantages?
32. Does any person expect too much from you? Comment.
33. Does any person expect too little from you?
34. If you could change your school in any way, what changes would you make?
35. If you had three wishes, what would they be?
36. To whom in your school have you gone when you wanted to talk over your plans and your problems?
    Name _____ Position _____
37. Any questions or comments?

Research and Guidance Laboratory for Superior Students
UNIVERSITY OF WISCONSIN

GUIDE TO THE SENIOR YEAR INTERVIEW

Name [redacted] Date _____
Day Month Year

School and Location _____ High Interviewer _____

Home Address RR 1 [redacted] WI Birth Date 3-19-56

Telephone _____ Grade 12

Father's first name _____

1. Any interesting experiences since your last visit with us?

REVIEW OF FAMILY SITUATION
(This review is necessary for scholarship and admission applications)

2-3. Father's occupation? (Be as specific as you can about location and activity and what he does on his job.)
farmer

4. Mother's occupation? Housewife & part-time secretary

5. What does she do on her job if she works outside the home?
Works in the County ~~Clerk~~ Clerk of Courts Office

6. Names of older brothers and sisters. (Give their occupations if employed. If they are in school or college give the grade or year. If they are college graduates name the college.)

7. Names and ages of younger brothers and sisters.
[redacted], 15, [redacted], 13, [redacted], 11, [redacted] 7

REVIEW OF SCHOOL RECORD (Grades 9-12)

8. Number of English courses taken and now taking. Give names of English courses if the names differed from the usual English, 1, 2, 3, and 4. Circle honors courses. English 1, English 2, Speech, Masterpieces of World Literature, Drama, Creative Writing, American Literature

9. Looking back at all the English you have had in high school, what comments would you make? (Try to think of the subject field itself, not about teachers.) It's helped me to improve my writing

10. Would you choose an occupation in which high performance in English was the main requirement? yes Why or why not? I like English

* *

11. Names of mathematics courses taken and now taking. Circle honors courses. Algebra I, Geometry, Algebra II

12. Looking back at all the mathematics you have had in high school, what comments would you make? (Try to think of the subject field, not about teachers.) I liked Geometry

13. Would you choose an occupation in which high performance in mathematics was the main requirement? no Why or why not? I don't really like mathematics.

* *

14. Names of science courses taken and now taking. Circle honors courses.

Health, Biology, Chemistry

15. Looking back at all the science you have had in high school, what comments would you make? (Think of the subjects, not the teachers.)

I used to think I hated science, but now see that some of my courses were that bad. I would have preferred to take a Human Physiology course instead of Chemistry this year though, because I really liked Health.

16. Would you choose an occupation in which high performance in science was the main requirement? No Why or why not? I don't like it that much.

* *

17. Names of social studies (include history) courses taken and now taking. Circle honors courses. World History, American History

18. Looking back at all the social studies you have had in high school, what comments would you make? (Think of subject field, not teachers.) History depends on what the teacher makes it. I had 2 different teachers for W. Amer. That One was basic history, just facts. The other taught us both sides of the →

19. Would you choose an occupation in which high performance in social studies was the main requirement? Yes Why or why not? I like history

* *

20. Names of foreign languages taken and now taking. Circle honor courses. French I, II, III

21. Looking back at all the foreign languages you have had in high school, what comments would you make? (Think of the subjects, not teachers.) I really enjoyed French I & II, but I wish there would have been a different language to take my third & fourth year.

22. Would you choose an occupation in which high performance in foreign languages was the main requirement? maybe Why or why not? I like foreign language, what I'm bad, but I'm not sure I would be capable of learning a language really well

23. Other subjects taken (list them with number of units of each):

Band 1,2,3,4 Chorus 2,3,4 Phy Ed 1,2,3,4
Typing 3 ~~Gen. Bu~~ Bookkeeping 4

24. Looking back at these subjects, what comments would you make? (Think of the subjects, not the teachers.) I wish I had another year to take all of the classes I wasn't able to fit into my schedule.

25. Would you choose an occupation in which good scholarship in music was the main requirement? ~~No~~ yes Why or why not?
write in
I like music.

REVIEW OF SCHOOL, COMMUNITY, AND OTHER ACTIVITIES

26. Activities in which you participated	27. Number of Years	28. Offices
Drama Club	1,2,3,4	
French Club	1,2,3	Sec.
Newspaper Staff	1,2,3,4	Feature &
Annual Staff	3,4	Co-Ed.
Girls Softball	3	
~~French Club~~		

29. List any special honors or activities.

National Honor Society	3,4	
Pep Band	1,2,3,4	
Pep Club	2,3,4	
Forensics	1,2,3,	Co-Chairm
Wrestling Cheerleader	2,3	Captain
Student Council	2	
4-H	8 yrs.	Rep., Sec., V
4-H Jr. Leaders	4 yrs.	Pres., Trea

30. Looking back at these activities, what comments would you make?
I enjoy 4-H so much, because I'm able to meet so many people through 4-H.

31. Has participation in any of the activities influenced your choice of an occupation? yes If so, tell which one and how it has influenced you. newspaper & annual - I might possibly take journalism because I enjoyed working on the newspaper.

32. About how many hours per week of non-required reading do you do?
7-10 hrs.

PLANS FOR THE FUTURE

33. What do you plan to do next year?
go to school

34. What steps have you taken toward your plan?

35. What occupation are you planning to enter?
possibly business education journalism?

36. Why did you choose that one?

37. What other occupations are you considering?

38. Why did you choose them?

39. Does your mother agree with your educational plans?

40. Does your mother agree with your vocational plans?

41. Any comments on the two questions above?

42. Does your <u>father</u> agree with your <u>educational</u> plans?

43. Does your <u>father</u> agree with your <u>vocational</u> plans?

44. Any comments on the two questions above?

45. Who, if anyone, helped you to make up your mind about the place you have considered for post-high school training?

GENERAL

46. Is there anything about your health that keeps you from doing what you would like to do? no

47. What special problems have you met because you have been a better-than-average student?

48. What special problems have you met because you were chosen to come to the Laboratory?

49. Are there any matters about your education or future plans that we should discuss during our interview?

2 1/2 years of French

1967-68
*HIGH SCHOOL READING LIST

Name A ( )
School
Grade 10
Age 15

One hundred forty six teachers of English, Social Studies, Science, Language and Applied Arts in 29 colleges in Wisconsin named the following books as those they would like their students to have read before coming to college. How many of them have you read?

___ Adams, THE EDUCATION OF HENRY ADAMS
___ Adler, HOW TO READ A BOOK
___ Allen, ONLY YESTERDAY
___ Austen, PRIDE AND PREJUDICE

___ Barnett, THE UNIVERSE AND DR. EINSTEIN
___ Bellamy, LOOKING BACKWARD
___ Benedict, PATTERN OF CULTURE
___ Benet, JOHN BROWN'S BODY
___ Boswell, LIFE OF JOHNSON
___ Bowen, D.C., YANKEE FROM OLYMPUS
___ Bronowski, COMMON SENSE OF SCIENCE
X Bronte, C., JANE EYRE
___ Bronte, E., ARTHURIAN TALES
___ Bronte, E., WUTHERING HEIGHTS
___ Brooks, THE FLOWERING OF NEW ENGLAND
___ Buck, THE GOOD EARTH
X Bulfinch, MYTHOLOGY
___ Bunyan, PILGRIM'S PROGRESS
___ Burdick, THE UGLY AMERICAN
X Butler, THE WAY OF ALL FLESH

X Carroll, ALICE IN WONDERLAND
X Carroll, THROUGH THE LOOKING GLASS
___ Carson, THE SEA AROUND US
___ Cather, DEATH COMES FOR THE ARCH-BISHOP
___ Cather, MY ANTONIA
___ Cervantes, DON QUIXOTE
___ Chase, THE POWER OF WORDS
___ Chaucer, CANTERBURY TALES
___ Cheney, THE STORY OF MODERN ART
___ Clark, THE OX-BOW INCIDENT

___ Conrad, THE FEDERALIST PAPERS
___ Conrad, THE HEART OF DARKNESS
___ Conrad, LORD JIM
___ Cooper, LEATHERSTOCKING TALES
___ Copland, WHAT TO LISTEN FOR IN MUSIC
X Crane, RED BADGE OF COURAGE
X Curie, MADAM CURIE

___ Dante, INFERNO
X Davenport, MOZART
X Defoe, ROBINSON CRUSOE
X Dickens, DAVID COPPERFIELD
___ Dickens, GREAT EXPECTATIONS
___ Dostoevsky, CRIME AND PUNISHMENT
X Doyle, SHERLOCK HOLMES
___ Dreiser, AN AMERICAN TRAGEDY
X Dumas, THE THREE MUSKETEERS

___ Eliot, ADAM BEDE
___ Eliot, THE MILL ON THE FLOSS
X Emerson, ESSAYS

___ Faulkner, GO DOWN MOSES
___ Faulkner, INTRUDER IN THE DUST
X Fenton, LIFE LONG AGO: THE STORY OF FOSSILS
X Fermi, ATOMS IN THE FAMILY
___ Fitzgerald, THE GREAT GATSBY
___ Flaubert, MADAME BOVARY
___ Forster, PASSAGE TO INDIA
___ Franklin, AUTOBIOGRAPHY
___ Frazer, THE GOLDEN BOUGH

(* Compiled by the WISCONSIN COUNCIL OF TEACHERS OF ENGLISH)

___ Galsworthy, THE FORSYTE SAGA
___ Gardner, ART THROUGH THE AGES
X Golding, LORD OF THE FLIES
___ Goldsmith, SHE STOOPS TO CONQUER
___ Greene, THE POWER AND THE GLORY

X Hall, A PRIMER OF FREUDIAN PSYCHOLOGY
___ Hardy, THE RETURN OF THE NATIVE
___ Hawthorne, THE SCARLET LETTER
___ Hemingway, FARWELL TO ARMS
X Hemingway, OLD MAN AND THE SEA
___ Hemingway, SHORT STORIES
___ Hersey, HIROSHIMA
___ Homer, ILIAD
___ Homer, ODYSSEY
___ Hoyle, FRONTIERS OF ASTRONOMY
___ Hudson, GREEN MANSIONS
___ Hugo, LES MISERABLES
___ Huxley, BRAVE NEW WORLD

___ Ibsen, A DOLL'S HOUSE

X James, TURN OF THE SCREW
___ Joyce, PORTRAIT OF THE ARTIST AS A YOUNG MAN

X Kennedy, PROFILES IN COURAGE
X Kipling, JUNGLE BOOKS
___ Kipling, THE SONG OF ROLAND

X Lee, TO KILL A MOCKINGBIRD
___ Lewis, D.S., OUT OF THE SILENT PLANET
___ Lewis, S., ARROWSMITH
___ Lewis, S., MAIN STREET
X Lewis, S., ROBIN HOOD TALES
___ Lin Yutang, WISDOM OF CHINA AND INDIA
___ Llewellyn, HOW GREEN WAS MY VALLEY
X London, CALL OF THE WILD

___ McCullers, MEMBER OF THE WEDDING
___ Mansfield, SHORT STORIES
___ Marquand, THE LATE GEORGE APLEY
X Marx, CAPITAL
___ Maugham, OF HUMAN BONDAGE
___ Melville, MOBY DICK
___ Miller, THE CRUCIBLE
X Miller, DEATH OF A SALESMAN
___ Monsarrat, THE CRUEL SEA

___ Nordhoff, MUTINY ON THE BOUNTY

___ O'Neill, EMPEROR JONES
X Orwell, ANIMAL FARM
X Orwell, NINETEEN EIGHT-FOUR
___ Osborn, OUR PLUNDERED PLANET

___ Parkman, OREGON TRAIL
___ Pasternak, DR. ZHIVAGO
___ Paton, CRY, THE BELOVED COUNTRY.
___ Plutarch, LIVES
___ Poe, TALES

___ Remarque, ALL QUIET ON THE WESTERN FRONT
___ Roberts, NORTHWEST PASSAGE
___ Rolvaag, GIANTS IN THE EARTH
___ Rostand, CYRANO DE BERGERAC
___ Richter, THE SEA OF GRASS

___ Sachs, OUR MUSICAL HERITAGE
___ Saint-Exupery, WIND, SAND AND STARS
X Salinger, THE CATCHER IN THE RYE
___ Sandburg, LINCOLN
___ Saroyan, THE HUMAN COMEDY
___ Sarton, SIX WINGS: MEN OF SCIENCE IN THE RENAISSANCE
X Scott, IVANHOE
___ Sheridan, SCHOOL FOR SCANDAL
___ Shaw, PYGMALION
___ Shaw, ST. JOAN
___ Sophocles, OEDIPUS
___ Steinbeck, GRAPES OF WRATH
X Stevenson, TREASURE ISLAND
___ Stone, LUST FOR LIFE
___ Strachey, EMINENT VICTORIANS
X Swift, GULLIVER'S TRAVELS

___ Teale, ADVENTURES IN NATURE
___ Thackeray, VANITY FAIR
X Thoreau, WALDEN
___ Tolstoy, WAR AND PEACE
___ Turgenev, FATHERS AND SONS
X Twain, HUCKLEBERRY FINN
X Twain, LIFE ON THE MISSISSIPPI
X Twain, TOM SAWYER

___ Veblen, THEORY OF THE LEISURE CLASS
___ Virgil, AENEID

X Warren, ALL THE KING'S MEN
____ Wells, OUTLINE OF HISTORY
____ Wells, THE SCIENCE OF LIFE
____ Wharton, ETHAN FROME
____ White, E.B., ONE MAN'S MEAT
____ White, W.H., ORGANIZATION MAN
____ Whitman, LEAVES OF GRASS
____ Wilde, THE IMPORTANCE OF BEING EARNEST
X Wilder, THE BRIDGE OF SAN LUIS REY
X Wilder, OUR TOWN
____ Williams, THE GLASS MENAGERIE
____ Wister, THE VIRGINIAN
____ Wolfe, LOOK HOMEWARD ANGEL
X Wright, NATIVE SON

Now that you have completed the Reading Check List, answer the following questions about your general reading.

1. About how much time do you spend each week reading things you do not have to read as part of your school assignments? Check the appropriate blank.

   Hours: 0 __ 1 __ 2 __ 3 __ 4 __ 5 __ 6 __ 7 __
   8 __ 9 __ 10 __ 11 __ 12 __ More than 12 X i dont know

2. What have the members of the school staff done to encourage your reading beyond required class work?

3. What encouragement have you received in your home?
   my sister gives me titles & books

4. List below the magazines and newspapers you read most regularly
   Wood Heat Quarterly
   The 5 to 10[d] Quarterly
   Kids
   Read
   LaX Tribune
   Milwaukee Journal

5. What section of the newspaper do you read first?
   front pages (3)

6. Then which sections do you read?
   editorials

7. What reading did you do during the past summer?
   All of Salingers stuff except catcher in the Ry & some other stuff

8. List below the titles of the books you have read in the last two months.
   Raise High The Roof Beam Carpenters
   Franny & Zooey
   9 stories
   Some Kafka
   All the kingsmen
   Collected Japanese Lit.
   Poetry anthologies
   The Little Prince
   1984
   A tear & A smile
   Gibran's Plays

9. What do you like to read best? Be specific about the nonfiction and fiction areas you read.
   Poetry, Prose, & surrealistic, cl
   stuff

RESEARCH AND GUIDANCE LABORATORY FOR SUPERIOR STUDENTS
University of Wisconsin

Name C _____ School _____
Grade 9 Date Feb. 7, 1967

DIRECTIONS: Below is a list of occupational booklets available at the Research and Guidance Laboratory for Superior Students. Check (X) the ones you would like to take home with you to study. The space at the bottom may be used for any specific occupations not shown on this sheet.

A. ARMED FORCES
___ Regular
___ ROTC
___ Service Academy
___ Army
X Navy
___ Air Force
___ Marines
___ Coast Guard

B. CLERICAL AND RELATED
___ Accounting
___ Secretarial

C. COLLEGE
X Admissions
X Costs
X Financial Aids

D. EARTH SCIENCES
___ Agriculture
___ Agronomy
___ Farming
___ Forestry

E. ENGINEERING
___ Aeronautical
___ Architectural
___ Automotive
___ Chemical
___ Civil
___ Electrical
___ Mechanical
X N.A.S.A. (space)

F. MANAGEMENT
___ Banking
___ Business--General
___ Careers--General
___ General Management

G. MATHEMATICS
___ Actuary
X Careers--General
___ Electronic Computer
___ Statistician

H. MEDICINE AND HEALTH (General)
___ Medical Opportunities
___ Medical Scholarships
___ Nursing
___ Pathology
___ Physiology
X Technology Profession

I. MEDICINE AND HEALTH (Specific)
___ Dentist
___ Dietitian
___ Medical Librarian
___ Occupational Therapy
___ Pharmacy
___ Physician
___ Rehabilitation
X Speech Therapy
___ X-Ray Technician
X Woman Doctors
___ Veterinary

J. MISCELLANEOUS
___ Advertising--General
___ Construction
___ Dance
___ Foreign Language
___ Ministry--Clergy
___ Reporter-Journalism
X Y.W.C.A.
___ Y.M.C.A.

K. PHYSICAL SCIENCES
___ Atomic Scientist
___ Biochemistry
___ Careers--General
___ Chemist
___ Frontiers of Sci.
___ Marine Science
___ Microbiology
___ Mineral Industry
___ Oil Industry
___ Physicist

L. SALES
___ Food Retailing
___ Marketing
___ Personnel Work
___ Purchasing Agent
___ Sales--General
___ Salesman--General

M. SERVICE (General)
___ Foreign Service
___ Public Service
X Public Relations
___ Internal Revenue
___ Social Science
X Social Work

N. SERVICE (Specific)
X Peace Corps
___ Home Economist
___ Lawyer
___ Rehabilitation
X V.I.S.T.A.

O. TEACHING
___ Chemistry
___ College Teaching
X Future Teachers
___ Home Economics
___ Librarian
___ Mathematics
___ Physical Education
___ Physics
___ Social Science

P. OTHERS
_____
_____
_____
_____
_____
_____

EXERCISES IN RELATIONSHIPS

Students at the Laboratory are asked to develop analogies which parallel a given example. They are given the following directions:

"Listed below are 30 statements containing analogies. Each analogy is comprised of two phrases. For example:

CLOTHING is to SUITCASE as MONEY is to PURSE

At least one relationship exists between the two phrases in the statement above. One relationship is that of the contained to the container. A suitcase can contain clothing just as a purse can contain money.

Your task in each of the following problems is to construct another analogy statement comparable to the one given. An example of an acceptable analogy to the one given above might be:

MILK is to GLASS as PICTURE is to FRAME

There is not necessarily one and only one correct answer to any of the following items. You may be able to identify two or three relationships. Your problem is to construct the best analogy that you can in the spaces provided. In contructing your analogy do not use any of the words given in the original. There are no tricky items having to do with spelling of words or matching of letters.

Examples of analogies:

1. EAST is to WEST as COMMUNISM is to CAPITALISM.

   Your comparable analogy: Score

   _____ is to _____ as _____ is to _____. _____

2. RUNG is to LADDER as STAR is to CONSTELLATION.

   Your comparable analogy:

   _____ is to _____ as _____ is to _____. _____

3. NORTHEAST is to NORTH as SOUTH is to SOUTHEAST.

   Your comparable analogy:

   _____ is to _____ as _____ is to _____. _____

4. MISER is to BANKRUPTCY as BEATNIK is to CONFORMITY.

   Your comparable analogy:

   _____ is to _____ as _____ is to _____. _____

5. BLACK is to CREDIT as RED is to DEBIT.

   Your comparable analogy:

   _____ is to _____ as _____ is to _____. _____

Suggested Personal Topics for Use by School Counselors with Gifted Students

RESEARCH AND GUIDANCE LABORATORY
University of Wisconsin-Madison

I. Structured

Topic 1 "The Dominant Influences that have Affected My Life." Perhaps it would be helpful if you keep in mind the following questions as you write:

1. In what ways have certain persons influenced my life most?
2. What social factors have an important affect on my personal life?
3. What other factors have caused me to be the person I am?
4. How will the above factors aid or hinder me in attaining what I hope to become?

2 "My Own Responsibilities in My Present Life." Perhaps it would be helpful to keep the following questions in mind while you write:

1. In what ways do you influence other persons?
2. What influence do you have on your school, home, community?
3. What conditions or factors do you know about that you would like to change if you could?
4. What personal characteristics do you possess which help or hinder you in your efforts to affect other persons or conditions?

3 "The Changing Influences that are Effecting My Life." Perhaps it would be helpful if you keep the following questions in mind while you write:

1. In what ways are certain persons influencing my present life?
2. How are present social factors having an important effect in my life?
3. What factors are causing change in my life?
4. How are the above helping or hindering me in attaining what I hope to become?

4 "The Future as I See It and My Place in the Future." Perhaps it would help if you keep the following questions in mind while you write:

1. What conditions or social factors do you foresee that you will want to affect?
2. In what ways do you intend to influence other persons?
3. What influence do you hope to have on your society?
4. What personal characteristics do you believe you have which will help or hinder you in achieving the above goals?

CHECKLIST FOR READING PERSONAL ESSAYS

I. Perceptions/Attitudes Toward:
   1. Self
   2. Parents
   3. Siblings
   4. School/School Personnel
   5. Friends/Peers

II. Sense of Personal Development:
   1. Intellectual
   2. Emotional
   3. Moral/Values

III. Locus of Control--Internal vs. External Locus of Control

IV. Sense of Personal Direction
   1. Life-Style
   2. Career/Education

V. Sense of Conformity vs. Rebellion Towards Societal Norms

VI. Sense of Pessimism vs. Optimism Toward:
   1. Self
   2. Society

VII. Other Areas of Consideration:
   1. Humor
   2. Style of Expression
   3. Imagination/Fantasy
   4. Sense of Religion
   5. Extra-Curricular Activities

RESEARCH AND GUIDANCE LABORATORY
University of Wisconsin-Madison

Categories for Essay Analysis

Sense of personal direction vs. sense of personal confusion about self and future.

0= no statement made or clearly evident
1= clear statement of purpose and goals
2= sense of purpose and goals with a few reservations
3= sense of purpose and goals with many reservations
4= some confusion about purpose and goals
5= significant confusion about purpose and goals

Sense of order and predictability vs. uncertainty and unpredictability re society, jobs, government, not including forces of nature.

0= no statement made or clearly evident
1= statement(s) that order and predictability can be basis for decisions
2= statement(s) implying that order and predictability can be found
3= some doubt about finding order and predictability
4= statement(s) implying considerable doubt that order and predictability can be found
5= statement(s) that confusion seems to be a dominant world force

Sense of own personal ability to control events in and about ones own life.

0= no statement made or clearly evident
1= statement(s) about ability to shape own future
2= statement(s) implying feeling of control over own future with some external limits
3= statement(s) implying that personal control and external limits are about equal
4= statement(s) implying little personal control with many external limits
5= statement(s) of near hopelessness about controlling events in ones own life

Sense of altruism, humanitarianism vs. egocentricism

0= no statement(s) made or clearly evident
1= clear statement of near dedication to others
2= statement(s) implying interest in others
3= statement(s) implying balance of interest between self & others
4= statement(s) implying interest in self
5= clear statement of dedication to self

Sense of many personal options vs. no personal options

0= no statement(s) made or clearly evident
1= clear statement(s) about the wide variety of careers, education, life styles, open to self
2= statement(s) implying variety of careers etc.
3= statement(s) implying narrow variety of etc.
4=
5= statement(s) that a single life style or career would be acceptable

Sense of life as a struggle vs. a pleasant journey

0= no statement(s) made or clearly evident
1= cheerfulness evident about whatever the future may bring
2= cautious optimism that the future will be personally happy & fulfilling
3= ambivalance about finding personal happiness
4= statement(s) implying that life may be a struggle
5= statement(s) about life being a struggle & a need for perseverance

Attitude of conforming to the status quo vs. rebellion against the establishment

0= no statement(s) made or clearly evident
1= statement(s) of strong support for traditional value system
2= statement(s) implying acceptance of or satisfaction with the status quo
3= statement(s) implying some dissatisfaction with the status quo
4= active challenges to the status quo with specific examples
5= open hostility toward the status quo with supporting examples, philosophic quotes or activist suggestions

/Concern areas: indicate by a + if the concern was mentioned to any degree.

____	____	____	____	nuclear family (own parents; siblings)
____	____	____	____	own family (future marriage)
____	____	____	____	peers
____	____	____	____	specific careers (as applied to own future)
____	____	____	____	religion or religious beliefs
____	____	____	____	ecology, environment, population
____	____	____	____	communism, socialism
____	____	____	____	sense of humor (wit, satire, sarcasm, puns)

FRESHMEN ESSAY

Name_____ Date_____

School_____

You will be given this hour to write an essay about yourself entitled, "The Dominant Influences that have Affected My Life." Perhaps it would be helpful if you keep in mind the following questions as you write:

1. In what ways have certain persons influenced my life most?
2. What social factors have an important affect on my personal life?
3. What other factors have caused me to be the person I am?
4. How will the above factors aid or hinder me in attaining what I hope to become?

(EXAMPLES OF STUDENT RESPONSES - UNEDITED)

"Many people say you have a better chance at _____ for special help and activities. This I don't believe because as the freshmen turn to sophomores, the class divides into two groups the "fast" group and the "slow" group. The "fast" group smokes and drinks, etc. and the "slow" doesn't. Personally I can't stand the smell of beer and I don't like people who smoke.

Church has changed my life in some ways. This year we have ____ class and we're learning about God and Jesus to get a better understanding of Church. My teachers are _____, who are Negro's which makes me feel very strong about racial relations and segregation, because God created all of us and we should be able to live under the same sky together.

I am somewhat spoiled but I can tell whether what I want is unreasonable or not, and I try and usually succeed to keep my wants down.

Seeing other people in various conditions has made me ask myself, 'Do I want other people to think that of me?' Often people chewing gum bother me for no reason. (That's why I seldom chew it.)

My parents are both wonderful people and I am proud to say they are my parents. My dad gives me particularly a good example because when there is work to do that has to be done because it's his job and he feels he must. That is much the way I feel about school work. The more I hate the subject the harder I try."

THE DOMINANT FORCES THAT HAVE DIRECTED MY LIFE

"My father graduated from Purdue's school of engineering and my mother took a two year course in teaching.

There has never been any real push for me to go to college. It just never occurred to me that I might not go to college.

I have always planned on going to college but I don't know exactly what I want to be.

It would never work out if I didn't go to college, because everything I would do people would think it the name, and I want to make it on my own.

Summarizing, I think the most dominating effects on my life were, my grandfather and the _____ name, and their effect on me has made me want to get more things on my own."

THE DOMINANT FORCES THAT HAVE DIRECTED MY LIFE

"Of course a life without a goal is not complete. My goal has been to reach the height of success that my father has reached. He is an engineer and I wish to be a physicist. It is true these fields are far from being twins. It is not, however, his occupation but his happiness and success that I am reaching for. My goal is far from an easy one to reach for he has acquired success and fame at every turn. He has acquired this through constant effort. It has not been easy for him and I also hope it will not be easy for me. If one's choosen vocation is too easy that person, in my opinion becomes weak and lazy. This is why I have choosen my father as my living goal."

THE DOMINANT FORCES THAT HAVE DIRECTED MY LIFE

"From as far back as I can remember, there has usually been an air of humor about our home. Thus, I have gained a sense of humor, and it's not very often that I am without it. It has been a partial, if the total, reason that I have never had any trouble with my teachers."

THE DOMINANT FORCES THAT HAVE DIRECTED MY LIFE

"Being alive, I can credit to my parents; which makes a good starting point for the topic. My parents are probably the most important factor in the directing of my life. For instance, manners, habits, and setting of daily routines all come from my parents. They decide when I should get up, time to go to bed, what school I go to, and hundreds of less important things. Being a boy instead of a girl makes an awful lot of difference as to what kind of person you are going to be."

SENIOR ESSAY

Name _____ ***Date*** _____

School _____

You will be given this hour to write an essay about yourself entitled, "The Future As I See It and My Place in the Future." Perhaps it would help if you keep the following questions in mind while you write:

1. ***What conditions or social factors do you forsee that you will want to affect?***
2. ***In what ways do you intend to influence other persons?***
3. ***What influence do you hope to have on your society?***
4. ***What personal characteristics do you believe you have which will help or hinder you in achieving the above goals?***

(EXAMPLES OF STUDENT RESPONSES - Unedited)

"My future, as I see it, is going to be interesting. I don't expect to settle down to one occupation and make that the primary interest in my life. Instead, I will concern myself in a number of areas and devote some part of my life to each one of them.

I shall probably have several of what the less ambitious call 'careers'. I may be earning my living doing biochemical research and writing a novel at the same time - or formulating my theories of education while writing a newspaper column on politics. I'll try not to make the mistake of studying too many areas and accomplishing nothing. I expect to discover about 4 or 5 general topics that fascinate me the most and really concentrate on learning about these things.

I will utilize my talents and abilities to the utmost in these fields, but I'll have no qualms about dropping one interest and aquiring a new one. Without a doubt I will find one job that will stay with me for my entire life, and the other interests will remain in flux as I grow in knowledge.

My main goal is to satisfy my desire for studying what is vital to mankind and to utilize my abilities wisely. I am not of the opinion that narrowing my fields of endeavor is a good thing - at least at this time. I shall have to gain more experience in science, writing, education, history, economics, and politics before I make any decisions. This may take me 30 years."

THE FUTURE AS I SEE IT AND MY PLACE IN THAT FUTURE

"The future, as I see it, seems rather like a two sided coin, one side good and the other side rather forboding.

The good points are the promise of the future. The promise which greatly depends on the basic rights and concepts of our country. Included in these good points are, hopefully, a college education, a satisfying job, happiness and friendship.

The forboding side isn't really bad, but includes worries, indecision and wonder about the future and courses I should take in the future. Some of the major indecisions facing me now which will have to be answered in the near future include what college I am going to attend. Should I attend a large school or small? Can I afford a private school? Then, after choosing a school, what subjects should I take? Choices such as these will probably effect the rest of my life, and so I want to be certain I make the right choices.

As of right now I am undecided about these and other questions. However, they aren't really causing any great pressure yet, but I know that the decisions must be made.

As far as my position in the future, I know that I have various obligations and duties which must be completed. These include duties to parents, community, and school as well as to Uncle Sam.

It is my hope that I will be able to take my rightful position in the future and that I will be able to meet these obligations to not only others, but to my own satisfaction."

THE FUTURE AS I SEE IT AND MY PLACE IN THAT FUTURE

"Unlike many girls my age, I'm in no hurry to get married. I want to travel and have a career before I settle down. I have a certain talent for English and I want to help others understand and enjoy it. I want an education and a career first, then marriage.

I don't go for false humility. I know by now I'm a very intelligent person. I'm unconventional, forthright, awfully critical. I think I'm vain. I am, but I'm not going to change it. I'm vain of things I do well, but I also recognize the good things about other people, so it doesn't seem wrong. They (referring to parents, school, 'the powers to be') don't quite know what to do with me. They want people to be beautifully modest, humble people. Humility is really prized."

THE FUTURE AS I SEE IT AND MY PLACE IN THAT FUTURE

(I couldn't think of anything particularly important, and so ---)

Ah, the future, as I see it,
Will hold problems for us, be it
Ten years hence or just now.
But I possess the will to meet 'em;
I alone might well defeat 'em,
Though, of course, as yet I'm not sure how.

But when my big chance does arise
You can bet I'll realize
My place in life's great all-important show.
If someone plays the various leads
And handles all the other deeds,
I'll come and sit somewhere in life's front row.

As active marchers pass me by,
With victory flag araised on high,
A symbol of success, of fulfilled word;
I'll be the first with smart salute.
I'll raise a cheer; I'll not be mute.
But I'll be standing over on the curb.

THE FUTURE AS I SEE IT AND MY PLACE IN THAT FUTURE

"The future as I see it is an immense blur. The future as I would like to see it is that of a multi-lingual hermit, and a forest ranger in my own private forest. There would be a music place with an organ, a piano, and other instruments, and a stereo set up, with all the music and all the records in the world, for enjoyment. For occupation, I could do various pointless translations, if I'm interested in languages, or something else if I'm interested in something else. There would be a large lake in my forest, and sailboats and canoes, and one motorboat. The library would be self-renewing and have the latest books as well as the classics, without the bother of checking them out or a two-week deadline.

The place would be the Elizabethan half-timbered style with lots of fireplaces and central heating.

Of course, it is extremely unlikely that I could accomplish all this in one lifetime. I would need four or five. In order to fully understand life, it would be necessary to live, like Orlando (Virginia Woolf) to live 300 years between the ages of 19 and 36 and change sexes."

Research and Guidance Laboratory
UNIVERSITY OF WISCONSIN

Senior School Report

(Examples of Laboratory Students' Responses)

In the time allotted write about your high school experiences (grades 9 to 12). The three questions below are guides but in the last one you are free to write whatever comes to mind.

1. Looking back at your high school experiences, suggest ways in which high school might have been made more *valuable?*

"Our high school is short of facilities, especially in the sciences. I wish that I would have been able to spend more time in labs, especially chemisty. I have been exposed to many areas, but I've never had a good social studies teacher which will probably be a big hindrance in a few years."

"It's too late to help me now. I'd like to change the past, but you can't. I won't know how valuable or invaluable my high school years were until I go on in education and see if I can notice any difference in my reactions and the reactions of students from other schools."

2. How could your experiences have been made more *interesting?*

"I've had a few boring classes, but I suppose that they are to be expected. Mostly, I've been quite interested in high school, especially in the last few years when I have been able to choose more of my classes."

"I'm not sure, since I'm not very aware of what is going on in education elsewhere. The teachers may be at fault, but I really don't know since all my experiences were at <u>one</u> school."

3. We would like to have any comments you would like to make about your school experiences over the last four years. Use the space in any way you wish. Write on the back of *this* sheet if you need more room.

"I have kept myself quite involved in many extra activities, which has made my high school experience more interesting. I've missed quite a bit in a small high school that would have been available in a larger school. Our school offers a lot for its size and on the whole, I've been quite satisfied with my last four years."

"I feel tha last four years have done little to stimulate my mind. I've learned how to play the education game. However, factors outside of school have stimulated me this year, so I am gaining something in two classes. I am over anxious for college."

SENIOR STUDENTS

Name _____
School _____
Date _____

This is your fourth visit to the Research and Guidance Laboratory. In the time allotted to you please write a statement as long or short as you like on how you feel about your experiences at the Laboratory.

(EXAMPLE OF STUDENT RESPONSE - Unedited)

I really believe the Lab has done much for me. Because of it, _____ has made some effort to "interest me in the school," and has been more willing to make allowances for the Lab members.

The most beneficial experience has been the counseling sessions. Apparently I am a person who needs to spill her soul to captive ears, and the Lab's counselors have been pleasantly captive. I always leave Lab rejuvenated and optimistic -- almost everywhere else, I'm pressured to smother my intelligence in order to fit, but here it is an honor to be superior.

I appreciate greatly the efforts made to put me in college sooner; there was a lot of thought done, and everyone seemed willing to talk to me. Visiting classes was exciting; I have luckily chosen stimulating ones. Thus I'm brainwashed for college education!

The Lab has been worthwhile in that it has helped me understand myself. Rarely does a teen-ager have the opportunity to critically analyze himself under a qualified person's guidance. I sort of save up all my confusion and then pour it into the tape recorder.

I would definitely suggest never having the Lab in the summer (we did), and keeping the groups small.

Please continue to keep in touch; though, I'm sure I'm receiving most of the benefits, I'm glad to be of use in helping other students in H.S. to exist happily.

If it were only possible - a two-day session or meeting twice a year. I have gained so much, yet I always leave feeling you don't know enough about me, and that I don't know enough more about myself.

Being a guinea pig isn't so bad. Perhaps, I shall be visiting you often this spring, if it's allowed.

Research and Guidance Laboratory

CLASS/TOUR VISIT

Name_____ School_____

Date_____ Grade_____

Class/Tour you wish to visit_____

Location of class/tour_____

Professor_____

****

CLASS/TOUR REACTION

(Examples of Laboratory students' reactions to class visits)

Karen - Animal Biology: "I felt it was a very interesting class, the teacher made everything well understood. For the few minutes I was there, I felt I learned a lot. I hope to take that class. Meiosis was the subject taught."

Mark - Introduction to Social Psychology: "The class was about actions and perceptions. It was a continuation of a lecture before so I could not get the idea of the talk. It was so different from the discussions we have at our school. People smoking, talking, or sleeping distracted me so I couldn't get the idea of the class. He talked through a microphone and it did come through clear. The teacher seemed to be talking to himself, things not pertaining to the talk. It was very boring and I didn't learn a thing. It also seemed that no one was listening to him and it seemed that no one even cared. It was so different to me."

Michael - Wildlife Ecology: "The structure of the lecture was good, and the subject was interesting. College lectures or classes alone seem to have no definite time to arrive. I would find it hard to take notes when the professor discusses the subject very quickly. We learned in class about the habits of predators. They tend to single out the weak, sick, or deformed as prey. The percentage of a species of raven called the Rook (in Europe) killed by Falcons, 42% were deformed. Many other predators also kill weak animals."

Jill - African Poetry: "This class would probably be good once you got into it - but I really didn't know what the professor was talking about so I didn't get much out of it. I liked the class atmosphere - it was relaxed and pretty comfortable. I thought it would be different though - while we were there, they were into the theatre-stage, part of a play on Africa. I thought they would read poems about Africa or in the African language. Other than that - the professor seemed nice and was willing to discuss all aspects and ideas about the play they were studying."

(Continue on other side)

TEACHER INPUT PAGE

TEACHER'S NAME:_____ DATE:_____

SUBJECT:_____ SCHOOL:_____

_____ is one of several students from our school participating in the program of the Research and Guidance Laboratory for Superior Students at the University of Wisconsin in Madison. The Guidance Laboratory staff has asked that you (a) indicate how this student is doing academically in your class and (b) offer comments or observations concerning this student's academic performance and/or personal development.

Please return this sheet to _____ by_____.
Thanks for your time and help.

STUDENT'S TENTATIVE GRADE IN YOUR COURSE_____

WOULD YOU DESCRIBE THE QUALITY OF THIS STUDENT'S PERFORMANCE IN YOUR CLASS AS ___CONSISTENT, ___ IMPROVING, ___DECREASING, OR ___ OTHER (Describe in your own terms):

COMMENTS OR OBSERVATIONS REGARDING STUDENT'S ACADEMIC PERFORMANCE AND/OR PERSONAL DEVELOPMENT:

Not confidential unless so stated by you.

TEACHERS' COMMENTS

BIOLOGY: Peter is one of the hardest workers that I have ever encountered. He is very meticulous in his work and tries hard to improve his "weak" points. Sometimes I feel that his concern for little insignificant points may be hampering his overall progress. Good choice for Superior student.

ENGLISH: Peter is especially adept in oral expression and his ideas and opinions are valued by his classmates. He isn't afraid to argue any matter about which he feels strongly, nor does he hesitate to question decisions, corrections, even authority if he feels it necessary, but he never loses his consideration for others in the process. He is quick to grasp ideas and concepts and to analyze situations in literature. He is a thinker and an excellent writer, although his writing is a bit careless from the standpoint of mechanics.

GEOMETRY: Could be very good but he is spread too thin. Does not possess the keen analytical mind needed in math. If he would concentrate in this one area it could easisly be developed. The intelligence is there.

GERMAN II: He's superior all the way.

GYM: Peter at times can be a follower rather than a leader. Has to learn to lose along with winning.

SOCIAL STUDIES: Tries hard, and succeeds. Has a good sense of humor too.

Teacher Comments on John

ENGLISH-JOURNALISM	Very capable. Inclined to procrastinate at times and to rely on the ease and quickness with which he can work. As a result, his achievement is not always top notch. However, he is definitely superior to most of his peers.
SOCIAL STUDIES	An excellent, sharp mind. Tremendous potential. Things come almost too easy for John. He depends on getting by on his quick wit and is inclined to do just enough to get by. He does excellent work when he puts his mind to it. Has a hard time keeping quiet when it is appropriate.
BIOLOGY	Often becomes interested in things on his own and carries them out to satisfy his own curiosity.
ALGEBRA	A lot of ability going to waste. If John ever finds a purpose in life, he will be a powerhouse. Right now John is too content to get by without too much exertion.
FRENCH	John is a superior student, but seems to come by this without too much effort. He is inclined to be rather "lazy" and content to do what is required of him and stop there. He does not take on any additional, more challenging work unless prodded. He is also lacking a bit in responsibility. I assigned him a skit to re-work for the PTA program several weeks ago, and told him to finish it as soon as possible. I ended up reminding him almost everyday to get it in. He finally did the other day. He was the first person I informed about writing the skit, and about the last to finish the task. In class his attitude is good usually. However, when he can do something in class and the others cannot (some type of reply in French which might be difficult) he can be rather "cocky".
BAND	I feel John would be more dependable if he did not have so many "irons in the fire." His initiative runs about parallel to the interest that he takes in a matter. He shows fine ability to think and to analyze.
PHY ED	"Growing up" everyday. He has the problem of not thinking before he acts in many cases. Immature at times in actions and words. He must be spoken to at intervals in order to put him on the right track.

Research and Guidance Laboratory for Superior Students

THE UNIVERSITY OF WISCONSIN
MARATHON COUNTY CENTER
WAUSAU, WISCONSIN

FIFTY SUGGESTIONS FOR PROVIDING FOR SUPERIOR STUDENTS ENRICHMENT AND ACCELERATION

1. A high standard of scholarship should be required of all those who are capable of it.

2. Class requirements may be reduced for those who have demonstrated proficiency in the material being covered.

3. Students may be given different class assignments. Superior students may be given assignments of greater length and depth than others. All students need not use the same textbook. Some may use college texts.

4. Students may enroll in advanced classes. Decisions about such enrollments should be made upon evidence of attitudes, previous performances and achievement tests.

5. Students may enroll in two classes which meet at the same time and attend alternately or as instructors arrange it.

6. If a student has study halls and another activity on alternate days, he may audit a class instead of going to the study hall.

7. Students may take more than the usual number of classes.

8. Students may be put in special seminar groups.

9. Honors classes may be offered when numbers permit.

10. Students may elect two-year sequences in which two or more subjects are taught in combination (physics and chemistry, or world history, American history and geography).

11. Students may be encouraged to do additional work within regular classes. Such additional work should <u>not involve just more of the same</u> work.

12. Students may be given advanced or additional high school credit for research work carried out in addition to regular class work.

13. Students may be given special opportunities in music, art, drama, dancing, writing, mechanics, photography, and the like.

14. Students may be given special instruction in reading, spelling, English, mathematics, and other subjects. Many may need reviews or short intensive drills to correct difficulties.

15. When schools are near a college or university, students may take courses at them.

16. Students may participate in the Advanced Standing Classes Placement Program. Address: Program Director, College Board Advance Placement, Box 592, 425 North Street, New York 27, New York.

17. Students may participate in independent guided reading programs.

18. Students may participate in independent studies programs in which they sign up for credit with a teacher but no scheduled classes are held.

19. Students may be encouraged to form and take part in discussion groups on topics not handled in the regular classroom.

20. Students may be asked to share reports on research. They can be encouraged to go beyond textbooks into original and other source materials.

21. Students may elect "early bird" classes in skills courses and those that require special equipment.

22. Summer school programs may be offered for enrichment and advancement as well as for make-up work.

23. Students may take a course during the summer under the supervision of a teacher. This permits them to take an extra subject during the following year.

24. Students may take university correspondence courses.

25. Students may attempt to complete four years of high school in three years or less.

26. Students may enter college under the early admissions plan approved by the University of Wisconsin and many other colleges and universities.

27. Students may act as assistants in classes and as laboratory assistants in science classes.

28. Students may do independent work in laboratories and workshops outside of regular classes. The writing of reports on their independent work can be a very valuable experience.

29. Students may participate in essay contests, art and science talent searches, music clinics, forensics contests, etc.

30. Students may participate in community action groups such as recreation and planning committees.

31. Students may be encouraged to participate in forums, special lectures, and other forms of speech activities.

32. Students may participate in special organizational activities such as:

Teen Age Book Club, 33 W. 42nd Street, New York 36, New York.
Science Talent Search Programs, and
Junior Engineering Technical Society (the Jets Clubs),
National Headquarters, College of Engineering, Michigan State University, Box 470, East Lansing, Michigan
Science Clubs of America, 1719 N Street, Washington 6, D. C.

33. Students should be informed about occupational and training opportunities in the field of study.

34. All students should be required to proofread their written work.

35. Students may be referred to men and women in occupations in which they indicate interest.

36. Students may use the public library during school time when their class work is satisfactory.

37. Competent community members may be asked to appraise students' performances in various areas.

38. Try-out vocational experiences (teaching, nursing) may be arranged for students interested in particular occupations.

39. Community leaders may be used as resource persons in study groups within and without the school.

40. The number of co-curricular activities in which students can participate may be limited.

41. Students who do not volunteer for activities but who could profit from participation in them should be invited to participate.

42. Special facilities (darkrooms, radio studios, greenhouses, observatories), books and periodicals for special interest groups should be provided.

43. Attendance at special institutes and clinics should be encouraged.

44. Provision should be made for special help for those who have difficulties which prevent them from performing at the levels that might be expected. (Examples include spelling, handwriting, speech, inadequate knowledge of arithmetic fundamentals, grammar.)

45. Attention should be called to scholarship opportunities that are available only to certain groups.

46. Conferences with both parents throughout the students' high school years to assist in planning for college should be arranged.

47. Test scores should be interpreted to each student during individual conferences.

48. Provision should be made for adequate library books, references, and periodicals to permit individual research.

49. Successful college students should be encouraged to return to the school to tell students about problems in adjusting to college.

50. A follow-up study of superior students in colleges should be conducted and questionnaires should be kept on file so that students who plan to go to a particular college may learn about it from the students' point of view.

RESEARCH AND GUIDANCE LABORATORY
University of Wisconsin-Madison

EXAMPLE OF AN INDEPENDENT STUDY CONTRACT

Contract for Released Time Independent Study

Student D
Teacher Mrs. P
Subject Involved Algebra II

Date 2 October 1975
Year in School Junior

Previous courses that generally relate
Arithmetic Grade School
Algebra I
Geometry

Objectives of independent study
1. David's first objective must be that he provides himself a strong, basic foundation for future mathematics courses.
2. He must develop initiative and independent thinking.
3. He must feel an obligation to live up to his own potential rather than be guided by the abilities and inclinations of others.
4. Especially it is desired that David will continue to develop a genuine interest in and love of learning.

Plan of action to attain objectives
David will be released from regular classes and homework to study independently. He will expect to keep up with the material covered in class, and use reference books to supplement this material. However, he will be free to pursue interests purely his own in the field of mathematics. Vannatta, Meserve, and Allendoerfer are suggested for supplementary texts.

Evaluation
He will take regular class tests, but will not be placed on the class curve. His independent work will be evaluated by the teacher in informal discussions. Independent study will continue as long as both the teacher and student feel it is beneficial.

Mrs. P
Signature of Teacher

D
Signature of Student

Mrs. L
Signature of Parent

For a variety of independent study contracts for use with gifted students, write to: Office of Superintendent of Public Instruction
State of Illinois

FIRST GUIDANCE LABORATORY REPORT

October 10, 1974

High School

M

C

As is customary the first year that students attend the Laboratory, the ninth graders met as a group with the Laboratory director rather than in individual sessions with staff counselors. Hence this is a group report.

Purposes of the Laboratory were explained to the students. Research, service to students, and school program change and innovation goals were discussed. It was stressed to these students that the real importance of their participation, both for them as well as for other members of their school, is probably not to be felt merely by their attending the Laboratory one day per year. Rather it is to be experienced in terms of follow-through activities which they and their teachers engage in as a result of their Laboratory participation.

We spent some time discussing criteria for selection into the program. They were encouraged to think about the particular traits or qualities each of them possessed which led to their being selected. They indicated that they were aware of other students in their class who probably exhibit potentialities as strong as their own. From the discussion it was also clear that they were not all selected for the same reasons. In terms of style, interests, goals, motives, and performances, they differ not only from other ninth graders but also from one another.

October 10, 1974

It follows that they probably should not receive a standard experience in school, or in any particular class in school. Their experiences should differ from ninth graders in general, and at least sometimes their experiences should vary among themselves. It was stressed that part of the responsibility for individualizing their education belongs to the school, but part also belongs to them. As they go through school they will be encouraged to assume increasing amounts of responsibility for planning and implementing their own learning experiences and proposing them to teachers as additional or alternative projects. Hopefully they will receive encouragement from their teachers to do this whenever it is appropriate.

We have become accustomed to expecting a delightful experience when youngsters attend the Laboratory. This year was no exception. The new participants from the ninth grade class were a most attractive and congenial group--easy to converse with and obviously happy to be here. Very few communities send us groups of students who reveal so many positive qualities. These youngsters must be a source of pride and satisfaction for their families and their school.

Following are results of the WITS-Verbal and Quantitative testing of the ninth graders:

	Verbal	Quantitative
M	39	22
M	30	19
J	36	16
C	38	13

October 10, 1974

All these scores were well within expected ranges for freshmen who come to the Laboratory. The verbal scores were clustered below the Laboratory average (42) and the Quantitative scores were slightly above (16) in terms of the group. It is interesting to note that these students are among the minority who have an opportunity to take algebra in grade eight. Would an advanced option in English help them in the verbal area? If an advanced option is already available, would some changes in coverage be useful? The WITS-Verbal does not call for skill in all important verbal areas, but it does call for fluency with a large vocabulary. Persons who have knowledge of many word meanings, and who can employ words in situations where fine discriminations in meanings are required, score in high ranges on the test.

Teachers seem to agree that C ..s a pleasant person who is well-liked and respected by her classmates. Concerning her personal qualities teachers use such words as "cooperative, considerate, enthusiastic, inquisitive." There does not appear to be agreement regarding her level of maturity or her consistency as a student. Differences of opinion may be partly due to the fact that people do not always mean the same thing when they use such a word as "mature." Differences may also be due to the fact that C does not behave the same way across different situations.

C is currently thinking about careers in psychiatry, psychology, counseling, and related "helping" professions. Although career interests of

October 10, 1974

ninth graders are usually subject to change, there are some reasons to believe that C should give some serious thought to these choices while they are of interest to her. Both her teachers and her classmates seem to regard her as concerned about others and respected by others. She makes insightful statements about herself and about her relationships with others. She enjoys working with other students--helping them with their studies and talking with them about their problems and goals. She likes people and she likes challenging activities. Possibly the readings listed below will help give her a feeling for the potentialities of a career in counseling or psychotherapy. She has already done some reading in the area, but more is indicated.

H. Green - I Never Promised You a Rose Garden
R.W. White - Lives in Progress
J. Evans - Three Men, Three Faces of Eve
(Unremembered) - The Fifty-Minute Hour
T.A. Harris - I'm O.K.--You're O.K.

Possibly also her teachers might think of ways to help C connect in her own mind the relationship of social studies courses to the problems and issues a psychotherapist encounters on the job. Are there ways, for example, to investigate the impact of culture or political systems, or historical times, on the personal and social problems and needs of individuals and groups? Perhaps some research into such a question would help her develop deeper interest in social studies.

October 10, 1974

An interesting and useful activity for both Spanish and social studies might be for C to develop a pen pal relationship with someone in Spain. There is a woman in , Spain, who is a teacher of English as a foreign language. She possibly would have someone in mind who would like to discuss with C a variety of personal, social, philosophical, or political-historical topics. Her address is: Maria de
Palacio de Justicia

Spain

M seems to be characterized by others as well as by himself as a conscientious and hardworking boy. Partly because of standards emanating from his parents and brothers, and partly because of his own standards, he expects a lot of himself. He sets high goals and works hard to attain them. It appears that he has developed habits of thoroughness and good organization of time and effort which are a great assistance to him in achieving his goals. He is also very quick to learn, and is not at all without a light side and a sense of humor.

M has thought of medicine, journalism, and teaching as possible career choices. He is beginning to wonder what kinds of activities and training are best for entry into these fields. In connection with these interests, he might find Arrowsmith, Way of a Transgressor, and Up the Down Staircase useful reading. Each book would provide a vicarious experience in one of the three fields.

October 10, 1974

M likes to write. Perhaps he would enjoy spearheading a yearbook in which writing and art work or poetry of students could be printed. The attached example for may stimulate his thinking about this. If he is not already doing so, perhaps a column in the school newspaper would be a worthwhile undertaking for him. According to his English teacher he is ready to get systematic practice in writing larger units of material. Kenneth Roberts' book I Wanted to Write, an autobiography, would probably interest M . This book would be a good addition to the school library if it is not already there. It should be of interest to any young person who thinks about a career in writing.

M seems to require very little outside direction for much of his school work. He also finds that some classes move more slowly than he needs. Since he is busy, it might be worth thinking how he could save time by not attending some class sessions in lieu of working on other worthy projects. His performances in math and in English, and his development in those subjects, may possibly be enhanced by pursuing a specialized schedule of class attendance and independent work.

In the minds of the four students themselves, M seems to be a standout. During our group discussions here they were presented with a list of eleven adjectives which summarized comments made by their own teachers. These

October 10, 1974

adjectives were:

enthusiastic	inquisitive
competitive	hardworking
conscientious	responsible
idealistic	fun loving
creative	studious
physically active	

Each student was asked to write the name of the person in the group who was most representative of each adjective. Of the 44 responses, M received 19. In the viewpoint of the students there was strong agreement (three out of four) that she was inquisitive, competitive, physically active (4 of 4); and she received two choices as the most studious and the most hardworking. It appears that the students view corresponds quite closely with teacher remarks. Perhaps surprisingly, this is not often the case.

M has thought of medicine as a possible career. Contrary to what is often the case when a girl thinks of becoming a physician, she receives encouragement to consider medicine as a viable alternative. If she is to realize such a career her grade-getting ability will be an important factor. It may seem, at times, that she is perhaps too competitive or too concerned about grades. Yet the facts seem to indicate that, except in unusual cases, those who gain admission to medical schools are highly effective grade-getters in pre-medical education. At the University of Wisconsin, for example, an undergraduate GPA of 3.60 (on a 4.00 scale) is not particularly competitive among medical school applicants. Nobody seems to ask whether such high academic

October 10, 1974

records symbolize instrinsic or extrinsic returns for the students, even though this may be an important question.

If M , or any other student, seems to be overconcerned about grades, what shall we do about it? We are the system in which M is required to succeed. We develop and sustain grading systems. Virtually nowhere else in life (meat packing plants excepted) do grades have any meaning at all. What teaching and guidance strategies can we develop to keep grades in their proper place? And how can we assist students to learn to deal with the system so as to keep appropriate emphasis on educational and vocational goals and on personal development.

A word of advice to anyone who ever must write reports like this one: Save the J until last. Then, just as you begin to wear down, you will have somebody exceptionally delightful to talk about. J says she has a mind of her own. No information we have from any source seems contrary to that. The impression she created in the group discussions here was one of genuineness. She was a ready and articulate contributor to our conversations, and she displayed wit and insight in herrremarks.

If the impression J left here is accurate, then it would seem that she is a very easy person to become acquainted with. She seems to be direct and to the point, and she seems to enjoy open conversation. If she displays these qualities in her school, then she makes good teaching and counseling a

October 10, 1974

simple task.

Almost all of J 's teachers used the words "mature" and "responsible" in talking about her. Some of her comments here seemed to support the idea that she is indeed exceptionally mature and responsible. She has a number of thoughts about her school which, if considered seriously by her teachers and administrators, might have worthy potentialities for herself and for other students at She has some ideas, for example, about practical physical skills which girls might be interested to learn through the physical education classes. She might be a good campaigner for anyone who is working on adequate physical facilities for schools.

J says she wants to become an orthodontist. Since her father is a dentist it would seem that she has some background for considering such a vocation. If she continues to think of this career, or of any other long-training career, it may be useful to consider how she could accelerate her education.

J seems to place high value on her own independence. One of the reasons she has thought of a career as an orthodontist, for instance, is that she could be <u>self</u> employed. She stresses in a variety of other ways the importance she attaches to being independent. Would she be a good candidate to undertake some high school courses on an independent basis? This kind of

October 10, 1974

experience might bring her immediate rewards in terms of both the advantages and the tribulations connected with independance.

It was indeed a pleasure to become acquainted with this group of young people. We will look forward to a continuing association with them during the coming years.

M S

THIRD GUIDANCE LABORATORY REPORT

November 1, 1972

High School

K
Birth Date: March 31, 195(

During the past year, K saw many very stimulating changes in her life. In addition to obtaining a driver's license, she started four new part-time jobs (babysitting for two families, working as a waitress, modeling at Gimbels, and sharing full responsibility with her brother for raising young beef cattle at home). She reports that these jobs help her feel somewhat self-sufficient and busier than she ever thought she could be. K also appears very excited about the opportunity for participation in the wide variety of organized sports activities and other extra-curricular activities available to girls at C High School. Two factors which in K 's opinion stand in the way of a truly fine education for her and her classmates are the lack of a strong student voice in school government and the strict set of rules governing student conduct. In view of the new age of majority laws in Wisconsin, it might be highly appropriate for the school board and administrators to consider policy changes aimed at helping high school students develop personal autonomy and responsibility in preparation for the legal and de facto adulthood they will enter as high school seniors or shortly after graduation.

Katny November 1, 197?

Suggestions to the School

1. Plaudits to Mr. , K 's counselor.

K reports that every student she knows greatly appreciates Mr. availability, openness and genuine interest in people. "It really feels good to know someone cares so much about students and is so willing to talk with us."

2. Can Mr. work with K to help her begin gathering information about entrance requirements and financial aids available at state colleges in Wisconsin?

Because K treasures her independence, she feels it is very important that she find a way of financing her own education. Because she believes she will need some form of financial assistance, it seems important that she begin to explore the different forms of aid available; so that when the time comes to decide which school to enter and which form of financing to seek, she will be better prepared to make an intelligent decision. Right now, she feels most attracted to the University of Wisconsin-La Crosse; so that might be an appropriate place to begin her search for information. Because of K 's present desire to study occupational therapy, it might be important to find out which state schools offer a major or minor in that area. A staff member of the occupational therapy department here at the UW, Madison will send informational booklets to K 's home. Perhaps she can share that material with any other interested students. The material

she receives should contain an address to which K can write for any further information she might desire. A faculty member in occupational therapy recommended John Carlova's The Healing Heart as an excellent fictional introduction to occupational therapy.

3. Can Mr. , K 's advanced science teacher, continue to stress the importance of independent thinking and individual responsibility for assignments?

Kathy says she and her classmates thoroughly enjoy and learn from the frequent field trips in her advanced science course. "We really get involved..." and after a trip we write a report and "it's all our own." More than anything, K enjoys the way Mr. respects her and her classmates as responsible people. Beyond this, she feels very positively challenged by this course.

4. Can Mr. , 's history teacher, and Mr. , her writing and literature teacher, consider working together to look for ways of integrating American history and American literature for those students who will be studying both subjects next semester?

While she thoroughly enjoys studying history, K reports that she does not feel interested in or attracted to literature. For other students, the reverse may be true. Is there any way to integrate literature with history so that K and other students might become more able to extend their interests from one subject to the other? Perhaps Mr. and Mr. could consider arranging their class assignments and projects in

Kathy

November 1, 1972

a complementary order, or, on occasion, attempt a team teaching approach. While I know of no single book which relates American history and literature, the following works might prove helpful in working toward this goal of integration: Pooley and Miles' Literature and Life series published by Harcourt Brace, Steven Vincent Binet's A Tooth for Paul Revere, Kenneth Roberts' A Rebel in Arms, Arundel, and Northwest Passage, Stephen Crane's Red Badge of Courage, John Steinbeck's Grapes of Wrath or most works by Sinclair Lewis or Upton Sinclair. Based on her stated interests, K might like any of these books.

D E

CUMULATIVE TEST RECORD

Student K School _____

Last Testing Date November 1, 1972 (Month Day Year) Grade 11

NOTE: STUDENTS SCORES ARE COMPARED WITH OTHER LABORATORY STUDENTS, NOT WITH STUDENTS IN GENERAL

TEST	FORM	GRADE	STUDENT'S SCORE	LABORATORY NORMS SCORE	%tile VALUE
WISCONSIN INVENTORY FOR TALENTED STUDENTS					
Verbal Test (The test consists of 100 vocabulary exercises and analogies in various forms)	I	9	32	54 42 32	75 50 25
	I	11	52	70 60 50	75 50 25
Quantitative Test (This is a 50-item test. The items begin with arithmetic and move to advanced mathematical reasoning.)	IIR	9	13	23 19 15	75 50 25
	IIR	11	22	31 26 22	75 50 25
TERMAN CONCEPT MASTERY					
(This is a very difficult verbal test of 190 items drawn from many fields.)	T	12	.....	90 75 66	75 50 25

INTERPRETATION AND RECOMMENDATIONS:

The position of K 's scores on the NITS Verbal and Quantitative test relative to other juniors who have taken those tests here at the Laboratory is almost identical to the relative position of her freshman scores on those same tests. This year, both scores are very near the 25th percentile of scores for students participating in the Lab program. Her verbal score suggests that K might benefit from more reading and from attempting to use in her daily speech, any new words she encounters in her reading.

FIRST GUIDANCE LABORATORY REPORT

January 22, 1974

High School

J
P
D
A
J

As is customary the first year that students attend the Laboratory, the ninth graders met as a group with the Laboratory director rather than being assigned to individual counselors. Hence this is a group report.

Purposes of the Laboratory were explained to the student. Research, service to students, and school program change and innovation goals were discussed. It was stressed to these students that the real importance of Laboratory participation, to them as well as to others in their school, is probably not to be felt merely by their attending the Laboratory one day per year. Rather it is to be experienced in terms of follow-through activities which they and their teachers engage in as a result of Laboratory participation.

We spent some time discussing criteria for selection into the program, and the students were encouraged to think about the particular traits or qualities each of them possessed which led to their being selected. From this discussion it became obvious to them, as it is to us, that they were not all selected the same reasons. In terms of style, interests, goals, motives and performances they differ not only from ninth graders in general but also from one another.

January 22, 1974

J
P
D
A
J

It follows that they probably should not receive a standard experience in school, or in any particular class in school. Their experiences should differ from ninth-graders in general; and at least in terms of modes and directions of learning, if not also in terms of levels, their experiences should vary among themselves. It was stressed that part of the responsibility for individualizing their education belongs to the school, but part also belongs to them. As they go through school, they will be encouraged by the Laboratory to assume increasing amounts of responsibility for planning their own learning experiences and proposing them to their teachers as additional or alternative projects. Hopefully they will receive encouragement from some of their teachers to do this whenever it is appropriate.

Just prior to their leaving for home the students met in a group again to discuss various aspects of their day in Madison, to have their test scores reported to them, and to go over any questions or concerns they had. At this time they were encouraged again to consider at home with their teachers and counselors how they might follow through on their experiences at the Laboratory.

We have become accustomed to expecting a delightful experience when youngsters attend the Laboratory. This year was no exception. The new participants from the ninth grade class were a most attractive and

January 22, 1974

congenial group--easy to converse with and obviously happy with the general tone of their own school and community. Very few communities send us groups of students who show so many attractive qualities or who reveal such consistently positive attitudes about their school. Among the 90 school systems we have worked with over the past 17 years, as represented to us by the students, is an exceptionally outstanding system. These youngsters must be a source of pride for their families and their teachers.

Following are results of WITS-Verbal and WITS-Quantitative test performances of the ninth graders:

	Verbal	Quantitative
J	22	16
P	33	6
D	33	23
A	24	19
J	35	13

Verbal scores were depressed somewhat by overcaution of the students. Apparently they misunderstood directions about guessing, and they did not attempt some items which they probably should have tried. The Laboratory average for the Verbal test is 42, and this average is representative of about the 97th percentile among a general population of freshmen. Thus the scores above are all strong, though below-average for the Laboratory population. It was clear from their performances that these students operate

with more limited vocabularies than is typical of superior students. Perhaps their teachers will encourage them to engage in activities whereby they may incorporate more words into their daily use.

The mathematics section of the WITS is new this year, and as yet we do not have norms developed. It appears, however, that an average Laboratory performance for a ninth grader on this test will be between 12 and 16. We have seen only one score higher than 23. Performances by D and A on the math test appear to be very exceptional. F seemed chagrined about his math score. Possibly this was because it did not compare favorably with others, but possibly it was because he expected himself to do much better. He should be reminded that a single test score is a minute sample of math comprehension and computation skills. If he himself was surprised by this score, or if it is inconsistent with other evidence he has of his math ability, then probably the testing itself is suspect. Test scores often provide misestimates of skills and aptitudes. Furthermore a score of 6, although at the low end, is relatively common among youngsters who visit the Laboratory.

Some personal impressions we formed at the Laboratory, and some possible implications for follow-through are listed below:

J appears to be an exceptionally active and productive girl even among Laboratory participants. She is a doer, and probably she

January 22, 1974

learns best by doing. She follows a busy schedule involving a wide variety of physical, intellectual, social, and service activities. Very few youngsters show active interest in such a varied assortment of things. Besides her pursuits which require physical activity and social involvement, she finds time to give herself a rich and varied background through high-level reading. Her versatility of abilities and interests will probably be a valuable asset to her if she decides to pursue a career in journalism or the theater--her two present "favorite" school classes.

J has a wide circle of friends. She likes people, and she accepts those who have shortcomings which make them unattractive to many of us. She seems to have the ability to focus on the value of a person. This quality, coupled with her vigorous interest in physical health and her ability to learn would be advantageous for the medical profession--one of her thoughts about the future.

J appears to be self-confident and courageous, and hence is open to new experiences and accomplishments.

It is likely that J would show very good progress if she were allowed to proceed at her own speed in algebra, attending class only when she decides she needs to. Since she is very busy, would it be a good idea to consider an independent program for the remainder of the year in algebra.

January 22, 1974

It might save her some time, give her a new kind of learning experience, and still achieve the subject matter goals of the course.

J_____ has a strong sense of independence. She appreciates the freedom in her science class to work "on her own", and she also values the inductive approach of the science teacher. Her interests and preferences seem to be in the science-math area, and most of her present and future "favorites" are related to science and technology. She likes to come to conclusions, and apparently stands by her own conclusions vigorously. She might enjoy and profit from debate, where she would have to develop arguments on both sides of any issue.

If J is ready for a reading challenge in science--one which addresses scientific topics as well as those appropriate to her own personal qualities, perhaps John Zachary Young's book, Doubt and Certainty in Science would be of interest to her.

A_____ seems to place high value on the self development she gets through interaction with others. "You have to be outgoing and willing to speak up," she says, "before you get anywhere in this world." No doubt this attitude has been nourished in a home atmosphere where family members share ideas freely and enjoy one another greatly.

A tends to keep herself very busy. She rarely lets time slip away without her using it to accomplish something she needs or wants to do.

January 22, 1974

In her full schedule, she looks to her gym class as a place for fun and mental relaxation. In her most inactive waking moments she is likely to be reading a good book. Time is valuable to A , and she would probably respond well to any opportunity to accomplish her scholastic goals in a time-saving style. In English, for instance, she may be able to show satisfactory skill and knowledge of certain units without class attendance. Possibly she could suggest ways that she would use time to further her language skills if she were put on an optional class attendance contract.

A has thought about medicine and law as possible career goals. Because of her multiple abilities and interests, however, it may be difficult for her to settle on a single career goal. It is probably too soon to settle, but it is not too soon for her to begin thinking about a hierarchy of interests, abilities and values, and of how knowledge of these factors may assist her later in career choice.

D appeared to be the most intellectual and scholarly of the five freshmen. Although he is involved in a number of sports and social activities, he concentrates a lot of energy on scholarly pursuits. His recreational reading background does not show the breadth, depth, or variety characteristic of the others. His classmates characterized him as one who really enjoys an intellectual challenge, and he readily accepted

January 22, 1974

this description.

D has exceptionally outstanding ability in mathematics. Part of this can probably be attributed to "natural" talent, but part also is the result of his abiding interest and consistent activity in math. He says he would like a career having to do with mathematics. He would be a very good candidate, sometime during high school, for one of the National Science Foundation programs for math and science students.

D possibly would enjoy contracting with his social studies teacher for an alternative way to complete that course. Perhaps his reading habits could be strengthened and broadened through an independent study program in social studies. It is likely that he could meet or surpass standard subject matter expectations were he to strike out on his own. Also he would give himself a chance to organize his excellent self-teaching ability on a "humanities" kind of learning. He already knows how to do this in science and math.

P_____ uses conflicting words (e.g., lazy, moody, perfectionist, competitive) to describe himself. His teachers also have conflicting views and talk about the possibility that F , in some areas, operates beneath his capacities. Probably of the five students who came to the Laboratory this year from grade nine, F is the one most likely to underestimate himself. Much of his past scholastic achievement, during early school years,

January 22, 1974

he says, was due to fear that he would be punished if he did not achieve. He learned to be competitive also during elementary years; and he remains so now, if not always in activity, at least in attitude.

P has a quick and ready wit. At times he is caustic, but he seems to jab at himself about as often as he jabs at others. He shows superior talent, I think, as a humorist. Does he have a chance to express this by means of an outlet such as a column in the school paper?

Perhaps P would find a stimulating new field of interest by reading some contemporary drama. How about:

The Teahouse of the August Moon
Janus
The Solid Gold Cadillac
Prisoner on Second Avenue
John Loves Mary

Possibly some of the humorous books by James Thurber, followed by Thurber's excellent autobiography, The Years with Ross, would excite P 's imagination concerning his own excellent potentialities.

M S

Name of student: K ___ Student# ____
School ____ Grade II
Date of student interview Nov 1, 1972 Date of parent interview /
Student counselor E ____ Parent interviewer /
Attended parent conference: Mother only ( ) Father only ( ) Both ( ) Other (
If other than parents, explain: ____

The following topics are often covered in parent interviews. Any one may or may not be considered at any session, and others may be added:

1. Work and study habits
2. Choice of subjects
3. School activities
4. Community and church activities
5. Use of leisure time
6. Occupational choice
7. Choice of post-high school education
8. Financing college
9. Reading practices
10. Test interpretation
11. Nature of the Laboratory program
12. Part-time employment

Counselor's recommendation for discussion with parents.	Parents' remarks and reactions.
1. K really appreciates any opportunity for working independently. Certainly, sharing her job of raising beef calves with her brother is such an opportunity. Being able to use one of the cars so often also lets K feel the trust and confidence her parents hold for her.	1. Was topic discussed? ( ) Yes ( ) No
2. A big concern for K is the question of attending college and obtaining financial aid. K wants very much to attend college. She believes her father does not see the importance of college for girls; and she also desires the independence self support can bring. Perhaps her father can reconsider his stand on college for girls. What are the pros and cons? If high school grades are important for girls; why are those grades important when a girl does not plan to go farther in school?	2. Was topic discussed? ( ) Yes ( ) No
Can her parents continue to help her obtain more information about different state colleges so that when the time comes, she can make an intelligent decision about whether or not to attend college; and about which college (if any) to attend. IT SEEMS IMPERTANT TO K THAT SHE MAKE HER OWN DECISION, BUT SHE WORRIES SOMEWHAT ABOUT ALIENATING HER PARENTS IF SHE DECIDES TO GO TO COLLEGE.	3. Was topic discussed? ( ) Yes ( ) No

Student# _____

Name of student A School _____ Grade 9
Date of student interview 11/3/1970 Date of parent interview 12-2-70
Student counselor K.K. Parent interviewer R.W.
Attended parent conference: Mother only ( ) Father only ( ) Both ( ) Other ( )
If other than parents, explain: _____

The following topics are often covered in parent interviews. Any one may or may not be considered at any session, and others may be added:

1. Work and study habits
2. Choice of subjects
3. School activities
4. Community and church activities
5. Use of leisure time
6. Occupational choice
7. Choice of post-high school education
8. Financing college
9. Reading practices
10. Test interpretation
11. Nature of the Laboratory program
12. Part-time employment

Counselor's recommendation for discussion with parents.

1. Do A parents feel that her relationships with her peers are adequate? She feels more comfortable with adults, but sometimes worries about
2. her peer relationships.

A likes poetry, identifies
3. with poets, is influenced by them, + thinks very subjectively as a poet does. She would like to communicate better with her parents, but she thinks that she can't

Parents' remarks and reactions.

1. Was topic discussed? (X) Yes ( ) No
She is youngest of the family and has socialized mostly with adults. Last week she went to a dance, and ended up standing in the corner most of the night. The teachers are also conscious of this
2. Was topic discussed? ( ) Yes ( ) No
need and seem willing to help her.

3. Was topic discussed? (X) Yes ( ) No
Arlys keeps to herself. I encouraged mother to take interest in her poetry as a way of developing better communication.

Counselor's recommendation for discussion with parents.

4. Communicate with her parents unless they share her experiences. (Her example: to
5. understand her world view, they'd have to go to classes with her so she experiences these shaping influences.) Perhaps the
6. Counselor might discuss Arly's subjectivity with her parents to help them understand her point of view.

Parents' remarks and reactions.

4. Was topic discussed? ( ) Yes ( ) No

The Counselor seemed puzzled about how to handle this need.

5. Was topic discussed? ( ) Yes ( ) No

6. Was topic discussed? ( ) Yes ( ) No

Additional interviewer comments: (Note particularly if promised to take any action on any area so that a check can be made the following year.)

Does not enjoy games — perhaps needs more opportunities for social contact.

SAMPLE RECOMMENDATIONS FOR PARENTS, WITH SAMPLES OF PARENT REACTIONS

Counselor's recommendations for discussion with parents	Parents' remarks and reactions (If only one parent agreed or disagreed with the recommendation, or did not react, note the fact.)
1. Encourage Mary to use a pocket dictionary.	1. Both parents agreed to do this.
2. Advise Mary that she should drop one or more of her extra-curricular activities.	2. Both parents rejected this suggestion.
3. Advise Mary that she should add one or more extra-curricular activities.	3. They thought this was a good idea and said they would advise her to do so.
4. Suggest that Mary attempt to limit the amount of TV watching she now does.	4. Both parents agreed to set a limit on TV watching.
5. Encourage Mary to start a biology project at home.	5. Both parents said this was not possible due to chores and a long bus ride.
6. Make an appointment with the principal or counselor to discuss the possibility of an independent study program for Mary in mathematics.	6. Father said he would do this. seemed enthusiastic about it. Mother did not comment.
7. Advise Mary to consider a correspondence course in music theory to replace her current music work.	7. Mother said she would follow through on this recommendation. Father agreed.
8. Encourage Mary to talk with a lawyer, doctor, and home economist about careers in their fields.	8. Both parents said they would encourage her and make appointments with friends in those and other fields.
9. Parents should compliment Mary on her fine school work.	9. Both parents said they would do so.
10. Encourage Mary to collect samples of her writing and bring it to the Laboratory on her next visit.	10. Both parents said they would do this.

11. Provide more reference materials (encyclopedia, for example) at home.	11. Mother said she would. Father agreed.
12. Discuss with Mary the possibility of completing high school in 3 years.	12. Both parents rejected the idea.
13. Encourage Mary to organize a school debate society.	13. Both parents said they would do this.
14. Suggest that Mary enroll in an adult evening art course during second semester.	14. Mother said she would do this. Father disagreed.
15. Advise Mary to add variety to her reading - not just more fiction.	15. Both parents said they would do so.
16. Encourage Mary to follow through with her plan to lobby for more advanced sections in science courses.	16. Father said he would do this. Mother disagreed.
17. Advise Mary to do advanced work in college texts.	17. Both parents said they would.
18. Suggest that Mary take a fifth subject beginning second semester.	18. Mother said she would. Father agreed.
19. Remind Mary that independent study programs are sometimes arranged by teachers to include consultation periods for students working on special projects.	19. Both parents said they would do this.
20. Recommend that Mary ask her school principal to organize college-type enrichment seminars.	20. Both parents said they would do so.
21. Suggest that Mary participate in the high school advanced placement program.	21. Both parents thought this was a good idea and said they would.
22. Encourage Mary to seek permission to enroll in college courses while still in high school.	22. Both parents said they would.

23. Recommend that Mary explore college-level correspondence courses which may be taken for enrichment.	23. Father agreed to do this. Mother disagreed.
24. Remind Mary to ask the school principal to arrange for publishing student's written products in a school-wide journal.	24. Both parents said they would do so.
25. Advise Mary to request permission from the administration to audit classes instead of going to study halls.	25. Father agreed to do this. Mother disagreed.
26. Encourage Mary to enroll in two classes meeting at the same hour and attend them alternately.	26. Both parents rejected this suggestion.
27. Suggest that Mary organize a book club.	27. Mother agreed to do this. Father disagreed.
28. Suggest that Mary recommend to the student council that unsupervised honor study halls be provided for all "A" students.	28. Father agreed to do this. Mother disagreed.
29. Encourage Mary to tutor other students in a subject in which she is proficient.	29. Both parents agreed to do this soon.
30. Recommend that Mary enroll in a special enrichment class.	30. Father agreed to do this. Mother disagreed.
31. Encourage Mary to attend a summer music institute.	31. Both parents said they would.
32. Encourage Mary to participate in a local scholarship competition.	32. They would encourage her to do so.
33. Inform Mary that a local organization now has a project designed to: (a) recruit community leaders to work with bright students on special-interest projects, and (b) provide specialists as speakers for college days. (Mary had asked about such matters.)	33. Both parents said they would do so.

34. Remind Mary that try-out vocational experiences in home economics can be arranged by her school counselor.	34. Both parents said they would do so.
35. Remind Mary that early admission to college can be arranged for superior students.	35. Both parents said they would do this.
36. Suggest that Mary participate in the Science Talent Search program.	36. Both parents thought this was a good idea and agreed to do so soon.
37. Assist Mary to work out a better-balenced schedule of study time and recreation.	37. Both parents will do this.
38. Make plans with Mary to visit one or more of the small midwestern religious colleges which she aspires to attend.	38. Both parents will talk with Mary to make plans for these trips.

27 November 1972

K
Route
, Wisconsin

Dear K :

It was a real pleasure to meet with you here at the Laboratory. Thank you for coming by. My report to your school contains ideas we discussed during your visit and a few reading suggestions (if you can find any time at all to read, K --you really are busy). Perhaps you can ask Mr. to show you the report. OK? If you have any questions about the report or any of the books or other ideas, K , will you please let me know?

The school of occupational therapy will be sending you a packet of literature and information about their profession and the program here at the UW-Madison. If you want any more information about that program, you can write to one of the addresses contained in the materials they are sending you.

You may recall that we spent some time talking about the importance of taking time out once in a while to think about ourselves and the future. I hope that during the next year, you can do that and also that you can continue to discuss important matters with Mr. and your close friends. Until next year, good luck to you and take care.

Sincerely,

D E
Research Assistant

DE/mle

P.S. If I can be of any service to you, will you please feel free to write or call.

UNIVERSITY OF WISCONSIN–MADISON
THE SCHOOL OF EDUCATION
Madison, Wisconsin 53706

RESEARCH AND GUIDANCE LABORATORY
The Department of Counseling and Guidance

10th Floor
Education Science I Building
1025 West Johnson Street
(608) 262-2878

October 2, _____

Miss C _____
_____, Wisconsin

Dear C :

As I told you when you visited Madison I would like to keep in touch with you during your high school years and to be of help whenever I can.

In my report to the school I suggested that you might be permitted to spend some time in the library catching up on your reading when the other students were doing review work in English. I know you are a very busy person and that otherwise you might have difficulty in finding time to read. This suggestion might help. You may want to talk it over with mr._____ and your English teacher.

I also suggested that they might help you in scheduling your time. You will be tempted to get into too many activities at home and at school. Perhaps you can work out a good balance of activities, school work and reading.

Since you suggested that your course in mathematics was giving you some trouble, and since your ninth grade test score in that subject was low, I hope you will follow through on the suggestion to talk with Mr. _____ about ways in which you can do a better job in that area.

I was impressed with the way you talked with your skill in thinking, and your leadership possibilities. I hope you will continue to develop those strengths. And I hope, too, that you will get your wish to visit Eau Claire to see another university.

Best of luck, C . Don't hesitate to write if I can be of help.

Sincerely,

Dr.

JWMR:sb

STATE OF COLORADO
Department of Game, Fish and Parks
Steamboat Springs, Colorado

December 5, 1965

P
, Wisconsin

Dear P ,

In checking my correspondence I find your letter asking about the duties of a wildlifer. I will try to answer your inquiries, describe some of the work we do, and touch on other phases of this varied vocation.

One uses many forms of transportation in this business. I travel afoot, on snow shoes and skis, in snow vehicles, airplanes, boats, cars and trucks, and on houseback to carry out my work. I have been an active person all my life, and the many days on end "pushing the pickup" bug me a little; but then during certain periods it seems that I spend day after day riding (horseback). There is much area to be covered. Through necessity some sections are visited only infrequently--though, to me, in the bailiwick to which I am assigned, the back country in its semi-primitive state is the most interesting.

The problems--real posers--the uninformed but generally well-intentioned public throws at you are indeed mentally challenging. One should cultivate as much of a sense of humor as possible. Public relations are the most important single phase of the work. Though a range ecologist or a biologist sometimes has little contact with the public, the wildlife conservation officer's contacts are constant--with people from all walks of life: those with selfish interests, the do-gooders, the self-appointed experts. These types may all be troublesome even to the extent of initiating projects which are detrimental to our resources and forcing them on the agency through political maneuvers.

The sincere people who want proper information--schools, service clubs, etc.--furnish the real hope and challenge, so in this area one should equip himself with as much knowledge of psychology, history and humanities as he can--along with the mathematics, zoology, botany, and limnology that are required. A little geology does help too, as one must develop insight into the interrelationships of all matters. If possible, have classes under the most able ecologists you can find.

Research is the key to furthering conservation practice. A state without a good research program is, in my opinion, never going to develop a decent conservation program. There are many surveys connected with our works. We must, or should, know wildlife populations and trends. Actual

numbers, of course, may be impossible to get, and unnecessary since we can use sampling procedures to get good estimates.

A conservationist should be involved with legislation. Though sometimes we are muzzled by politicians, we should do what we can. Here is where we can get hurt, since the legislature controls the budget through appropriations. This happens in Colorado. Most of the monies come from license fees and are placed in the game and fish fund, but the money is doled out according to the whims of the legislature. Colorado at present has a rural-dominated legislature which sometimes does not have a very wide view of overall conservation needs. This condition, of course, varies from state to state and from time to time within any particular state.

A new employee in Colorado will be assigned to different areas, with several transfers until he has a working knowledge of the many facets in game and fish and parks administration. There is no fixed routine for a new employee and the work is diversified. He is usually placed where there is the most need. Range studies, civil survey crew work and many "ranch jobs" are helpful to the beginning conservationist. The variety of jobs for specialists is great--as is indicated by the multiple-purpose nature of our work we need a good staff of able technicians to show us the way by providing answers to many specialized problems.

Here is a day in the life of a Wildlife Conservation Officer, taken from my own diary. (Note: different districts have their individual problems):

Late May. Start, 6:30 a.m. Check fishermen in Hahn's Peak Basin on small streams, beaver ponds, and Hahn's Peak Lake. Tabulate average size, number, and species of fish,, and sample water from which they were harvested. Remove two beaver from where they dam irrigation ditch off Day Creek. Contact District Ranger (U. S. Forest Service) on cooperative recommendations we will submit at meeting of our land use agencies (Bureau of Land Management, U. S. Forest Service, U. S. Park Service, and our own Game, Fish and Parks personnel). Discuss information from hunter harvest, aerial trend counts, range utilization, and crop damage problems. Contact two Game, Fish and Parks license agencies and check out a non-resident who purchased a resident license. Check recreation area and see that required regulations are being observed. Sack lunch in field. Return about 8 in evening. Confer with two students who plan on careers in natural resource conservation. Read mail. Make notes for tomorrow's "side things" to check on.

Activities vary with the seasons and days. This past week I've assisted checking deer hunters in a neighboring district on a post-season hunt. One morning left from small airport here and flew to a ranch where there were haystacks unprotected with game fencing (which, if requested, will be delivered at the ranch by our department). Elk tracks going into these stacks were observed. Contact was made with over half a hundred elk raiding the hay crop. The pilot and I herded the game back some five

miles into the woods and hills adjacent to the ranch. (That evening I called the person who was to erect the game fence. He said it would be done, but it hasn't been).

After driving away the elk, we continued our flight, noted game concentrations and hazed four bands back in areas where they were getting near unprotected haystacks.

We returned to Steamboat Springs for lunch and sat in on a meeting of a recently-formed guides and outfitters association. When given an opportunity to speak, I pressed for cooperation in a needed post-season elk hunt. The association had been opposed to this, since it would reduce the number of game animals in the area.

After this meeting, I returned to my office (which I have in my home) to prepare a charge for a Boy Scout Council of Honor. I was the speaker of the evening and presented an Eagle Scout award to a fine young man.

So, you see, in just two days of a Wildlife Officer's duties, the activities are varied. Some are civic and some are professional. It is difficult to separate the civic from the professional--and this is the rule more than the exception.

P , the country's resources need so many dedicated young men. I can tell you this: You will not gain a lot of worldly goods following a wildlifer's career, but once in a while you will see a little gain in your opposition to the exploiters. Once in a while you will see a little improvement in the attitude (often lachadaisical) of the public. Once in a while you'll see an informed populace where there used to be an uninformed one. And you'll be working with the wonderful things of nature.

As for the engineering field--it is broad. If you would earn a degree as a civil engineer you could find outdoor work, a challenge to your mental capacity, a fair income, and you could escape the task of trying to bring understanding to a public for whom the problems and techniques of game management are almost totally foreign.

These are my personal observations and reactions to the work. This is as I see it. One of my sons who has a wide formal knowledge of wildlife and a degree in game management has decided to go back for a degree in engineering. I believe, knowing my son, that he is doing what he should, and he'll probably contribute as much in the future to perpetuation of the natural resources as will many professional conservationists.

The decision is yours, P . Decide which you want to do and give it all you've got. America has much to offer--and much to recieve. I hope this letter may be of some worth to you.

Sincerely,

91

C. A. H.

THE UNIVERSITY OF WISCONSIN
RESEARCH AND GUIDANCE LABORATORY FOR SUPERIOR STUDENTS
Madison, Wisconsin 53706

FIRST YEAR AFTER HIGH SCHOOL EDUCATION REPORT

2- 6 Name P G. Date 4/27/67

7 Sex M (M, F) Hometown address Rural Route (Street & No.) (City) Wis. (State)

8-10 Name of high school attended HS Year graduated 1966

11-12 College or University you are now attending Brown Univ.

College address Box (Street & No.), Brown Station (City), Providence (State), R.I. 02912

Program of Study AB (Example - B.A., B.S., Engineering, Nursing, etc.)

13-15 Father's Occupation Farmer 16-18 Mother's Occup. Secretary

Indicate the highest level of schooling achieved by each of your parents.

19 Father 12th grade 20 Mother 12th grade

Why did you choose the college you are now attending? Check all that apply.

21 ( ) Familiar with it.
22 (✓) Offered the training I wanted.
23 (✓) Good reputation.
24 ( ) Financial reasons.
25 ( ) Close to home.
26 (✓) Away from home.
27 (✓) Offered a scholarship.
28 (✓) Good atmosphere.
29 (✓) Small college.
30 ( ) Large college.
31 ( ) Influence of family.
32 ( ) Influence of friends.
33 ( ) Influence of teachers.
34 (✓) Cultural opportunities.
35 (✓) Social and recreational opportunities.
36 (✓) Liberal arts program.
37 ( ) Religious choice.
38 ( ) Physical facilities.
39 ( ) Coeducational college.
40 ( ) Not coeducational.

41 (✓) Other (explain) met a Brown professor at a NSF Summer
42B program who told me of the value of
43E an Eastern education
44E

Among those reasons you checked above, *underline* reason(s) that were most important to you at the time you chose your college.

Provide any additional comments you wish.

Brown particularly allows the student to create his own major
— a freedom I value very highly.

How did you investigate the college you are now attending prior to deciding to enroll? Check *all* of the following which apply.

45 ( ) I didn't do much investigating.
46 (✓) I read the catalog.
47 (✓) I wrote for information.
48 ( ) I visited with a college representative.
49 (✓) I visited the college.
50 ( ) I conferred with my parents.
51 ( ) I conferred with high school teachers.
52 ( ) I conferred with friends.
53 (✓) I conferred with college professors.
54 (✓) I compared information about several colleges.
55 ( ) Other (explain) _____
56B _____
57E _____

Underline the most important item(s) you checked above.

58 Name other colleges you considered seriously:
Hope College, Holland, Mich.
Lawrence College, Appleton
Univ. of Wisconsin, Madison

59 Check *one* of the following which is appropriate.

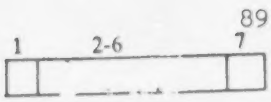
( ) I didn't investigate any other colleges.
( ) I investigated others, but not as thoroughly as the one I'm attending.
( ) I investigated others as thoroughly as the one I'm attending.
(✓) I investigated others more thoroughly than the one I'm attending.
( ) Other (explain) _____

60 If you were doing it over again, would you go to the same college?
(✓) 1. Yes ( ) 2. No (✓) 3. Uncertain

If yes, check all the following reasons which apply.

61 (✓) Educational opportunities are good.
62 ( ) Social opportunities are good.
63 (✓) Cultural opportunities are good.
64 (✓) Financial situation is satisfactory.
65 ( ) I really enjoy it.
66 ( ) My expectations were fulfilled.
67 (✓) Location is suitable.
68 ( ) Other (explain) _____
69B _____
70N _____
71E _____

Underline the *one* most important reason you checked above.



If you would *not* go to the same college, check all the following reasons which apply.

8 ( ) Too difficult for me.
9 ( ) Too close to home.
10 ( ) Too small.
11 ( ) Too large.
12 ( ) Courses not satisfactory.
13 ( ) Social life not satisfactory.
14 ( ) Too far from home.
15 ( ) I don't enjoy it.
16 ( ) Finances are a problem.

17 ( ) Other (explain) _____
18B _____
19N _____
20E _____

Underline the most important reason(s) you checked above.

21-22 If you are uncertain about going to the same college, explain: _____

23 About how do you think you rank among members of your freshman class in college in terms of doing the required academic work?

Check *one* of the following:

(✓) 1. In the *highest* 20%
( ) 2. In the *second* 20%
( ) 3. In the *middle* 20%
( ) 4. In the *fourth* 20%
( ) 5. In the *lowest* 20%

Comments: I worked hard but had some good luck as well.

24 About what grade *average* do you expect to attain on *all work* carried during your first *two* years of college? (Check *one*):

( ) Straight A
( ) A- (3.51-3.99)
(✓) B+ (3.01-3.50)
( ) Straight B (3.0)
( ) B- (2.51-2.99)
( ) C+ (2.01-2.50)
( ) Straight C (2.00)
( ) C- (1.51-1.99)
( ) Lower (below 1.5)

(if your college is not on 4.0 scale put your estimate here and explain.) _____

Did you feel you had any advantages over most freshmen in your college when you entered? Check *all* below which apply.

25 ( ) I had no particular advantages.
26 ( ) I was better prepared academically than most.
27 ( ) I was more familiar with college classes and procedures than most freshmen.
28 ( ) I knew my strengths and limitations better than most.
29 ( ) I had read more good books than most.
30 ( ) I knew better than most students how I could perform on tests.
31 ( ) I knew how to budget my time better than most.
32 (✓) I had better reasons than most for coming to college.
33 (✓) I had given more thought than most to my future.
34 ( ) I had done more planning than most with my parents.
35 ( ) I had more encouragement than most from my parents.
36 ( ) Other (explain) _____
37B _____
38E _____

39-42 Check the field of study you *planned* to enter *when you came to college:*

( ) Agriculture
( ) Art
( ) Elementary Education
( ) Engineering (Specify) _____
( ) English
( ) Foreign Language (Specify) _____
( ) Home Economics
( ) Mathematics
( ) Medical Technology
( ) Music
( ) Nursing
Pre-professional (Specify below)
( ) Architecture
( ) Business
( ) Dentistry
( ) Forestry
( ) Journalism
( ) Law
( ) Medicine
( ) Pharmacy
( ) Veterinary Medicine
( ) Other _____
( ) Physical Education
Science (Specify below)
( ) Biology
( ) Chemistry
( ) Physics
( ) Undecided
( ) Other (Specify) _____
Social Science (Specify below)
( ) Anthropology
( ) Economics
(✓) History
( ) Political Science
( ) Psychology
( ) Sociology
( ) Other (Specify) _____
( ) Speech
( ) Other (Specify) _____
( ) Undecided

43 If you planned to prepare yourself for teaching in the field you checked above, check below the level for which you intended to prepare.

( ) Elementary
( ) Secondary
(✓) College (graduate teaching)

44-47 If you have changed your mind about your major field, write your present choice here: English or Philosophy

If you have changed your mind, check below *all* the reasons why you changed.

48 ( ) Greater interest in the field to which I changed.
49 (✓) Wanted a more liberal education.
50 ( ) Better preparation for professional school.
51 ( ) Better vocational opportunities.
52 ( ) I am better qualified in the field to which I changed.
53 ( ) I was not doing well in the field I was in.
54 (✓) Other (explain) Brown's history faculty is first-rate but the
55B program is rigid and extremely demanding. The classes are all of the
56N lecture variety and that sort of thing has no appeal for me.
57E

If you checked more than one reason above, *underline* the main one.

Provide any additional comments you wish: My real interest is in intellectual history and it is to be satisfied better in literature than in some - economic history.

Under the columns for *First* Semester, list the courses you took and grades received. Under the columns for *Second* Semester, list the courses you are now taking and estimate the grades you think you will receive.

FIRST SEMESTER			SECOND SEMESTER		
Course	Credits	Grade	Course	Credits	Estimated Grade
English composition	3	B+	History 2	3	A
German 4	5	A	Music 1	3	B+
History 1	3	A	Philosophy 2	3	A
Political Science 2	3	A-	Psychology 1	3	A
58-59	14 (60-63)	3.79	64-65	12 (66-69)	3.75

70-71 *Underline* the course in First Semester with which you were most satisfied.

72-73 *Encircle* the course in First Semester with which you were least satisfied.

1	2-6	7

What, if any, academic difficulties have you had in any of the courses listed for the first semester?

8- 9 Course _____

Difficulty (Check all that apply.)

10 ( ) Lack of interest in the field.
11 ( ) Inadequate study skills.
12 ( ) Lack of background.
13 ( ) Problems in writing.
14 ( ) Problems in dealing with abstractions.
15 ( ) Adapting to the instructor.
16 ( ) Lack of time for study.
17 ( ) Accepting points of view.

18 ( ) Others and comments _____
19B _____
20E _____

21-22 Course _____

Difficulty (Check all that apply.)

23 ( ) Lack of interest in the field.
24 ( ) Inadequate study skills.
25 ( ) Lack of background.
26 ( ) Problems in writing.
27 ( ) Problems in dealing with abstractions.
28 ( ) Adapting to the instructor.
29 ( ) Lack of time for study.
30 ( ) Accepting points of view.

31 ( ) Others and comments _____
32B _____
33E _____

If you have had academic difficulties what have you done to overcome them? (Check all that apply.)

34 ( ) Did extra work.
35 ( ) Improved study habits.
36 ( ) Talked to instructor.
37 ( ) Reduced credits.
38 ( ) Other students helped me.
39 ( ) Went to counseling center.
40 ( ) Nothing.

41 ( ) Other (Specify) _____
42B _____
43N _____
44E _____

45-46 If you were to drop one of your present courses, which would it be? psychology

47 Why would you drop it? It's a lifeless subject & requires only rote memorization of facts

48 Many college students feel that they do not know how to study when they begin college. How do you feel about your study habits?

Check your answer below.
( ) 1. Satisfactory in every way.
( ) 2. Satisfactory in most ways.
(✓) 3. Unsatisfactory in most ways.
( ) 4. Unsatisfactory in every way.
( ) 5. Other (explain) _____

Any comments? I'm in such a hurry to get things done that I don't really learn anything — poor retention

49 Some people think that college students should spend two hours out-of-class for every hour they spend in class. How many hours do you feel should be spent studying for every hour in class? (Check one).

(✓) 1. That depends on the course.
( ) 2. About two hours per class hour.
( ) 3. Less than two hours per class hour.
( ) 4. More than two hours per class hour.
( ) 5. Other (explain) _____

50-51 What books did you read last semester? (Do not list reading required for courses.)
Brothers Karamazov, Kafka's Short Stories

52-53 What magazines do you read regularly? (Coded as 2)
Newsweek, New Republic, N.Y. Review of Books occasionally

Approximately how many *hours per week* do you spend in leisure-time (not required) reading? (Circle number.)

54	Books	0	1	2	(3)	4	5	6	7	8	More
55	Magazines	0	1	2	(3)	4	5	6	7	8	More
56	Newspapers	0	1	(2)	3	4	5	6	7	8	More

57 How do you feel you fit socially in college? (Check *one*)

( ) 1. I am very well satisfied.
(✓) 2. I am reasonably satisfied.
( ) 3. I am not sure how I fit.
( ) 4. I am somewhat dissatisfied.
( ) 5. I am very dissatisfied.
( ) 6. Other (explain) _____

58 What do you think about the amount of social activities you have in college? (Check one)

( ) 1. I don't have enough social life.
( ) 2. I have too much social life.
(✓) 3. I have about the right amount.
( ) 4. Other (explain) _____

How does your social life in college compare with your social life in high school? Check all the following which apply.

59 ( ) There is not much difference.
60 ( ) I am more active in college.
61 (✓) I have fewer social demands on me in college.
62 ( ) I am involved in more informal activities.
63 (✓) I am happier, socially, than I was in high school.
64 ( ) I am less active in college.
65 ( ) I am in fewer organized activities.
66 (✓) I limit my own activities more.
67 ( ) I am less confident in college society.
68 ( ) Other (Comment) _____
69B _____
70E _____

71 Do you encounter special problems because you are a better-than-average student? (Check one)

( ) 1. No
(✓) 2. I am not a better-than-average student in this college. i.e. not more intelligent
( ) 3. Yes (Comment) _____

1	2-6	7

What special problems have you encountered in college because you were a better-than-average student in *high school?* Check *all* the following which apply.

8 (✓) None
9 ( ) I was not a better-than-average student in high school.
10 ( ) I did not learn how to study in high school.
11 ( ) It has been difficult to live up to expectations.
12 ( ) I was overconfident when I came to college.
13 ( ) I was placed in college sections too advanced for me.
14 ( ) I no longer get special attention as I did in high school.
15 ( ) My college grades are disappointing.
16 ( ) I did not learn in high school to face defeat.
17 (✓) Other (explain) (not specifically related to his career) I never
18B really knew the extent of my ignorance — ignorance of
19E whole areas that now interest me intensely

Underline the problem(s) you checked above that seem most important to you.

20 How do you think your high school preparation compares with that of other freshmen in your college? (Check *one*)

( ) 1. Definitely better than average.
( ) 2. At least as good as the average, and perhaps better.
( ) 3. About average.
(✓) 4. Average in most ways, but below average in some. — average for the courses available
( ) 5. Definitely below average.
( ) 6. Other (explain) _____

21 What reaction do you have toward the competition in your college classes? Check *one* of the following:

( ) 1. College competition is tougher than I expected.
( ) 2. College competition is about what I expected.
(✓) 3. College competition is less than I expected.
( ) 4. Other (explain) _____

22 Check *one* of the following:

( ) 1. College competition is definitely encouraging and stimulating.
(✓) 2. College competition is reasonably stimulating and enjoyable.
( ) 3. College competition is sometimes discouraging.
( ) 4. College competition is definitely discouraging.
( ) 5. Other (explain) _____

Make any other comparisons between your courses in college and in high school. Check *all* the following which apply.

23 (✓) You are more "on your own" in college.
24 (✓) There is more emphasis on the "why" of things.
25 (✓) More reading is required.
26 ( ) There is more individual work.
27 ( ) More writing is required.
28 ( ) There are no significant differences between college and high school.
29 (✓) Other (explain) You'd better know what you're talking
30B about or you'll be shot down in a hurry
31E

Comments

What choice of a vocation have you made? Check *one* of the following and explain:

32 ( ) I am undecided about my vocation.
33 ( ) I have narrowed my choices down to (explain):
34-36
37-39

40 (✓) I have definitely decided that my career will be (explain): coded 081 (Teaching
41-43 teaching or counseling of some sort

(Answer only if you *have chosen* a *particular* vocational goal and listed it in the item above.) Why do you believe you will find satisfaction in the field you have chosen? Check *all* of the following which apply.

44 (✓) I expect the work to be interesting and enjoyable.
45 (✓) My work will be of service to others.
46 ( ) The field provides many opportunities for advancement.
47 (✓) My best performances are in this field.
48 (✓) I'll get a chance to work with other people.
49 (✓) I am dedicated to a cause my vocation will serve.
50 ( ) Financial reasons.
51 ( ) My chosen career will provide security.
52 ( ) I will enjoy the prestige connected with my chosen career.
53 ( ) The vocation I've chosen combines well with marriage.
54 ( ) Other (explain)
55B
56N
57E

Underline the main reason(s) you chose the career you did.

(Answer this question only if you are still *undecided* about your career.) What features do you believe the career you choose must have in order to be satisfactory to you? Check *all* of the following which apply:

58 ( ) The work must be interesting and enjoyable.
59 ( ) I must be of service to others.
60 ( ) The field must provide many opportunities for advancement.
61 ( ) The field must be the one in which I can perform best.
62 ( ) It must offer the chance to work with people.
63 ( ) It must provide a means for me to serve a cause to which I'm dedicated.
64 ( ) The field must offer good financial rewards.

65 ( ) I want security in my career.
66 ( ) I want prestige in my career.
67 ( ) My career must be something which combines well with marriage.
68 ( ) Other (explain) _____
69B _____
70N _____
71E _____

Comments: _____

1	2-6	7

If you have not made a definite career choice, what are you doing to arrive at a decision? (Check *all* that apply.)

8 ( ) Nothing.
9 ( ) Getting a broad, liberal background of courses.
10 ( ) Taking courses in fields of my interest.
11 ( ) Examining my capabilities.
12 ( ) Reading for background in vocations.
13 ( ) Conferring with instructors.
14 ( ) Getting help at a counseling center.
15 ( ) Other (explain) _____
16B _____
17N _____
18E _____

Comments: _____

What would you *like* to be doing five years from now?

Check *all* that apply.

19 ( ) Working in my chosen field.
20 ( ) In college finishing my bachelor's degree.
21 (✓) In college for advanced study.
22 ( ) Housewife.
23 (✓) Traveling.
24 ( ) Military service.
25 ( ) Uncertain.
26 ( ) Other (explain) _____
27B _____
28E _____

What do you *think* you will be doing five years from now?

Check *all* that apply.

29 ( ) Working in my chosen field.
30 ( ) In college finishing my bachelor's degree.
31 (✓) In college for advanced study.
32 ( ) Housewife.
33 ( ) Traveling. ??
34 (✓) Military service.
35 ( ) Uncertain.
36 ( ) Other (explain) _____
37E _____
38B _____

What would you *like* to be doing ten years from now?

Check *all* that apply.

39 (✓) Working in my chosen field.
40 ( ) In college finishing my bachelor's degree.
41 ( ) In college for advanced study.
42 ( ) Housewife.
43 ( ) Traveling.
44 ( ) Military service.
45 ( ) Uncertain.
46 ( ) Other (explain) _____

47B _____
48E _____

What do you *think* you will be doing ten years from now?

Check *all* that apply.

49 (✓) Working in my chosen field.
50 ( ) In college finishing my bachelor's degree.
51 ( ) In college for advanced study.
52 ( ) Housewife.
53 ( ) Traveling.
54 ( ) Military service.
55 ( ) Uncertain.
56 ( ) Other (explain) _____

57B _____
58E _____

Is there anything that might prevent you from reaching your goals?
Check *all* of the following which apply:

59 (✓) Nothing that I know of now.
60 ( ) My own limitations.
61 ( ) Lack of finances.
62 ( ) Unpredictable social events.
63 (✓) Unpredictable personal events.
64 ( ) Marriage.
65 ( ) Military service.
66 ( ) Other (explain) _____

67B _____
68E _____

Comments: One never knows when one will be seized with an attack of nihilism — there certainly is enough of it circulating at Brown.

1	2-6	7

What sources of inspiration and encouragement have made you want to succeed in college? Check *all* of the following which apply.

8 (✓) My parents.
9 ( ) Friends or people I admire.
10 ( ) Teachers.
11 (✓) My own personal ideals.
12 ( ) The value of education.
13 (✓) My desire for future security.
14 (✓) My particular career goals.
15 ( ) My religion.
16 ( ) Relatives (Other than parents).
17 ( ) My desire for social status that goes with a college education.
18 (✓) The fact that I received a scholarship.
19 (✓) My experiences at the Research and Guidance Laboratory.
20 ( ) No particular sources I know about.
21 ( ) Other (explain) _____

22B _____
23E _____

Underline the major source(s) you checked above.

Comments: I always expected I'd enjoy college, and though this year has been somewhat unsatisfactory otherwise, I have enjoyed it and know I can enjoy it much more.

Looking back over your high school experiences, how do you think they helped you most? Check *all* the following which apply.

24 ( ) Provided good academic background.
25 ( ) Developed good study habits.
26 (✓) Developed a sense of responsibility.
27 (✓) Set educational goals.
28 ( ) Taught me to think.
29 ( ) Developed my personality.
30 (✓) Provided good leadership opportunities.
31 ( ) Developed good reading habits.
32 ( ) Developed good writing habits.
33 (✓) Developed an interest in learning.
34 ( ) Developed vocational goals.
35 ( ) Other (explain) _____

36B _____
37E _____

Underline the most important item(s) you checked above.

Comments: I think I learned in h.s. what I ought to be doing & today.

Your high school could have helped you more by:
(Check *all* which apply.)

38 ( ) encouraging me to take more advantage of opportunities available.
39 (✓) providing more knowledge in subject fields.
40 ( ) teaching me how to take notes.
41 ( ) concentrating more on interpretation of knowledge.
42 (✓) helping me to learn to think.
43 ( ) helping me to develop better study habits.
44 (✓) providing more opportunities to write.
45 (✓) providing more opportunities to read.
46 ( ) providing more opportunities for me to take responsibility.
47 (✓) providing more courses.
48 (✓) eliminating busywork.
49 ( ) providing more broadening experiences.
50 (✓) developing more interest in learning.
51 ( ) making me work harder.
52 ( ) helping more with career choice.
53 ( ) offering more counseling.
54 ( ) offering more extracurricular activities.
55 ( ) It could not have helped more.
56 ( ) Other (explain) _____
57B _____
58E _____

Underline the most important item(s) you checked above.

Comments: Lack of the desire for h.s. education seem to be unavoidable, at least in

Looking back at the counseling you had from any person (including Research and Guidance Laboratory staff) while you were in *high school*, answer the following. (Check all your reactions which apply.)

59 (✓) It was very helpful. — the Guidance Lab, not my h.s. counselor
60 ( ) It was adequate.
61 ( ) It didn't help.
62 ( ) The counseling was inadequate.
63 ( ) I didn't take advantage of the counseling program.
64 ( ) I didn't need counseling.

1	2-6	7

	It helped most in:		*It helped least in:*
8	(✓) vocational areas.	20	( ) vocational areas.
9	( ) personality development.	21	(✓) personality development.
10	( ) decision making.	22	( ) decision making.
11	(✓) learning my strengths.	23	( ) learning my strengths.
12	(✓) learning my weaknesses.	24	( ) learning my weaknesses.
13	(✓) developing self-confidence.	25	( ) developing self-confidence.
14	(✓) obtaining scholarships.	26	( ) obtaining scholarships.
15	(✓) giving encouragement.	27	( ) giving encouragement.
16	( ) solving educational problems.	28	(✓) solving educational problems.
17	( ) Others (explain)	29	( ) Others (explain)
18B		30B	
19E		31E	

Underline item(s) checked above that you want to emphasize.

Comments: The guidance lab did wonders for my ego & exposed me to educational opportunities that I hadn't ever considered.

Counseling could have helped more by giving me more guidance concerning:
(Check *all* which apply in each column below.)

32	(✓)	educational matters.
33	( )	finding jobs.
34	( )	scholarships.
35	( )	careers.
36	( )	analysis of myself.
37	( )	encouragement and support.
38	( )	help in personal problems.
39	( )	help in decision making.
40	( )	an understanding of my interests.
41	(✓)	I needed a more approachable counselor.
42	(✓)	Other (explain) My his. guidence counselor doesn't know that
43B		there are schools east of Michigan. Besides, her personality
44E		is so disagreeable that nobody cares to see her.

Underline the most important item(s) you checked above.

Comments:

The following questions can be used to summarize your reactions to specific high school experiences. In each question check the *one* response which seems to express your feeling about the help that you wanted to receive.

(Once again, I'm not speaking of the guidance lab)

45 How much of the help that you wanted in *choosing an appropriate vocation* (an occupation suited to your interests, capacities, etc.) did you get when you were a high school student?

(✓) 1. All I wanted. which wasn't much
( ) 2. Considerable, but not enough.
( ) 3. I didn't need any.
( ) 4. None.

46 How much of the help that you wanted in choosing *appropriate out-of-class activities* (clubs, athletics, dramatics, etc.) did you get when you were a high school student?

( ) 1. All I wanted.
( ) 2. Considerable, but not enough.
(✓) 3. I didn't need any.
( ) 4. None.

47 How much of the help that you wanted in choosing *appropriate subjects or courses* did you get when you were a high school student?

( ) 1. All I wanted.
( ) 2. Considerable, but not enough.
(✓) 3. I didn't need any.
( ) 4. None.

48 How much of the help that you wanted in *choosing a particular college* did you get when you were a high school student? I got plenty of jaundiced opinions

( ) 1. All I wanted
( ) 2. Considerable, but not enough.
( ) 3. I didn't need any.
(✓) 4. None.

49 How much of the help that you wanted in *acquiring self-confidence and poise* did you get when you were a high school student?

( ) 1. All I wanted.
( ) 2. Considerable, but not enough.
( ) 3. I didn't need any.
(✓) 4. None.

50 How much of the help that you wanted in *developing intellectual interests* (in order to become a more cultured person) did you get when you were a high school student?

( ) 1. All I wanted.
( ) 2. Considerable, but not enough.
( ) 3. I didn't need any.
(✓) 4. None.

List the scholarships that were *offered* to you as a high school senior. Check those scholarships you *accepted*.

Name of Scholarship	Source	Total Amount of each scholarship *for the first year* of college	Check if accepted
Tour scholarship	Brown Univ.	$2350	✓
Alpha scholarship	Haye College	$1200	
Baker scholarship	Lawrence College	$1600	
Sloane Scholarship	Wisconsin	?	

51 NO
52 NA

Give your best estimate of the total cost of *your first year* in college. (This will be used in answering high school students' and parents' questions about the cost of going to college.) $3900

How will you meet this cost?

53-56 $ 2350 Amount from scholarships.
57-60 $ — Amount from parents.
61-64 $ 750 Amount from your savings.
65-68 $ 400 Amount from loans.
69-72 $ 300 Amount from part-time work.
73-76 $ 100 Other (Specify) gifts from relatives

1	2-6	7

8 Are you living at home? Yes ( ) No (4

What financial problems do you anticipate during your next three years of college? none, unless I stop working

Indicate the *number* of organized *activities* of each type in which you have participated in college.

9	( )	Student government	21	( )	Theater
10	(/)	Musical	22	( )	Radio, TV or film
11	( )	Social fraternity or sorority	23	( )	Service (include living unit)
12	( )	Political and social action groups	24	( )	Social committees
13	( )	Journalism and publications	25	( )	Military clubs or activities
14	(/)	Religious organizations	26	( )	Arts and crafts
15	(/)	Intercollegiate athletics	27	( )	Forum and debate
16	( )	Intramural sports	28	( )	Literary societies
17	( )	Recreational clubs	29	( )	YMCA or YWCA
18	( )	International clubs	30	( )	Other (explain) _____
19	( )	Subject matter clubs			_____
20	( )	Special interest clubs (Chess, bridge, etc.)	31B		_____
			32E		_____

Indicate the *number* of positions of *leadership* you have had in each type of organized activity in which you participated in college.

33	( )	Student government	45	( )	Theater
34	( )	Musical	46	( )	Radio, TV or film
35	( )	Social fraternity or sorority	47	( )	Service (include living unit)
36	( )	Political and social action groups	48	( )	Social committees
37	( )	Journalism and publications	49	( )	Military clubs or activities
38	(1)	Religious organizations	50	( )	Arts and crafts
39	( )	Intercollegiate athletics	51	( )	Forum and debate
40	( )	Intramural sports	52	( )	Literary societies
41	( )	Recreational clubs	53	( )	YMCA or YWCA
42	( )	International clubs	54	( )	Other (explain) _____
43	( )	Subject matter clubs			_____
44	( )	Special interest clubs (Chess, bridge, etc.)	55B		_____
			56E		_____

57 Please use the remaining space to give more information on any of the questions asked above, or to write anything you want about your college experiences, your present plans, or your plans for the future. You might want to comment on the counseling you have had, the ways in which colleges or high schools can be improved, or any other matter that interests you. Use the back of this page or attach another if needed. We will read your comments with great interest, and they may be helpful in counseling high school students who plan to go to college.